

# **CORE ORIENTATION HANDBOOK**



**2008**  
**WARING SCHOOL**

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35 Standley Street • Beverly, MA 01915 • T: 978/927-8793  
[www.waringschool.org](http://www.waringschool.org)

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# **CORE**

## **Orientation Handbook**

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# CORE Orientation Handbook

We welcome all of you to the CORE program at Waring. In time we hope to get to know your names and faces and feel your presence in our community. To help you understand our distinctive approach we have prepared the following handbook. It is not exhaustive but we hope it will guide you in the process of joining our community.

## THE PHILOSOPHY

The CORE years are our way of introducing young students and their parents to the program and values of the Waring School. Our intention is to teach them the skills they will need to be successful in our very demanding upper school program, and wherever they go from there. Our ultimate goal, after all, is life-long learning. This is a time of transition for both students and parents. We are aware that our program is difficult and challenging, but we believe the

rewards are great. We are committed to supporting the student and family in this effort. This handbook has been developed in response to parental requests. It is our way of offering some orientation on frequently misunderstood topics. Parents gradually acquire most of this information as they experience the Waring School first hand. We offer this handbook as a way of speeding up the learning curve.

## SOME NUTS AND BOLTS

### Dress Day

Although Monday Dress Day has been a long-standing tradition at the Waring School, in recent years its observance is optional. The overall guidelines are found in the all school handbook: skirts or dress pants for girls; collared shirts tucked into pants for boys, no jeans, no sneakers, no sweatshirts. For CORE kids it helps boys to wear a belt and to have shirts long enough so that they stay tucked in most of the day. Frequently, but not always, we ask students to wear Dress Day clothes on field trips such as trips to the BSO.

### Mailboxes and messages

Each student has a mailbox in the front hallway. Students should check their mail daily for important notices from the office or for handouts from their teachers. They should not leave books or other materials in their mailbox. If you call during the school day Mrs. Cahill will leave a message for your child on the office bulletin board.

The communications office provides information to parents through three major

sources. The newsletter, *Le Mois*, appears at the beginning of every month and contains information for the upcoming month. A scheduled mid-month email is issued with updates and urgent information. The third information source is our website. We post daily messages on our homepage [www.waringschool.org](http://www.waringschool.org). We rely on families to check the page for emergency notices, school closings, and daily information.

Please be certain to add [communications@waringschool.org](mailto:communications@waringschool.org) to your address book to avoid rejection of school communications by your computer.

### Lockers

We provide students with a sports locker in the gym and a personal locker close to the location of many classes. Waring students seem averse to using lockers, however, preferring to carry heavy backpacks with them everywhere. The gym locker, especially, should be locked since visiting teams use these locker rooms frequently. The school locker can also be locked easily with a combination padlock. If

your child uses a lock, please register the combination with Mrs. Cahill so we can clean it out if, for example, your child leaves a banana in it over Christmas vacation.

### Sports Schedule

The CORE sports schedule varies somewhat from the rest of the school. During the fall soccer season and the spring lacrosse season, students may choose to go home on Wednesday at 3:00 p.m. During the winter basketball season, CORE sports are held during the day. Thus, students have the option to go home at 3:00 p.m. on Tuesday, Wednesday and Friday (in addition to Thursday). The programs on these afternoons are electives. The winter afternoon offerings are: Art, Music/Study and Theater. Information about these programs will be available in November. During the winter, students need indoor basketball shoes. These may be new or shoes with newly washed soles. This is to protect our gym floor. The spring lacrosse schedule begins after March break. Parents should send a note to Mrs. Cahill giving their choice of early release options in writing before the start of each season. Students who qualify for and join the JV teams waive their right to go home early on Wednesdays and are expected to participate in all scheduled practices.

### Theater

There are two theater classes per week in CORE. In the fall this class culminates in a brief production, which is part of CORE night in early November. There is also a winter production planned for February or March. Students who want to have a major part in this production should plan to choose the Theater elective afternoon in the winter.

### CORE Night

On November 16 CORE will present an evening of performance drawn from several classes. The classes most suited to such a production are usually: Dance, Theater, French and Humanities. We also often have displays from Science or Math classes as well. This gives new families a chance to meet each other and to see some of the work the classes have done at the beginning of the year.

### The Tutor, the Teachers and Evaluations

Each Waring student is in a multi-age group called a Tutorial, which meets twice a week. The tutor is your child's advisor and should be the first person you or your child turns to with questions or concerns. If this

person cannot help you, he or she can direct you to the person who can. The tutorial also becomes a group of surrogate siblings who form important friendships.

Many times your child can devise a solution to a problem with the tutor's help. As much as possible we encourage students to go directly to tutors or teachers with their problems. Solving problems themselves without parental involvement is empowering for students. But we also recognize that CORE students have not always reached this level of maturity and may need encouragement or help from their parents to approach their tutor for help.

Frequently, the tutorial is the place for a seminar, a selection which the whole school reads and discusses together. Because this reading is for everyone, it is often challenging for CORE students. Sometimes we pre-discuss this reading in Humanities class. Sometimes your child will find these readings interesting and appropriate. Sometimes your child may find them challenging. If your child has difficulty, encourage them to read some of the selection, and to bring questions to share at the seminar. A good faith effort is what is required here.

In the fall, at the time of evaluations you should call Mrs. Cahill and set up a conference with your child's tutor. This is a chance to discuss your child's overall progress, to address problem areas and discern trends to encourage or discourage. But you can make contact at any time. Tutors regularly bring up issues regarding their tutees to the whole faculty. This is a good way to address larger issues in the school. The Tutor is also involved in any disciplinary action concerning your child. We encourage you to get to know your child's tutor and to stay in contact with him or her.

A tutorial is a good place for your student to get some informal help from an older student. Sometimes an extra half hour a week spent on Math or French or Writing can make a big difference to your child. If your child needs extra help, start by talking to the tutor about arranging some extra help during tutorial times.

### Music Lessons

Music and instrumental lessons are very important at the Waring School. Each student is expected to complete two successful years of instrumental or voice lessons. Students who come to the school already playing an orchestral instrument (including piano) are scheduled with teachers in that area. These lessons take place during class time. We make an effort to

schedule lessons so that students rotate the class they miss for these lessons. We try not to take beginning students out of French class during the first half of the year when the course is oral. We try to make sure students don't miss a class which is difficult for them. Instead we try to take them out of classes where they have considerable strength.

Students who have no previous experience with an instrument are not rushed into a choice. Usually we give them sample lessons during the fall. You should begin a conversation with our music director, Steve Smith, about this choice. Because we want to encourage participation in our orchestra and ensemble groups, guitar lessons are only available after students have successfully studied piano, voice or an orchestral instrument for two years. When students find an instrument they like, we schedule them for lessons. If this doesn't happen during the first year it is not crucial. We would rather wait a few months until students are sure of their instrumental choice. However, by the spring of the first year at the latest, students should have decided what instrument they will study in the fall of their second year.

The CORE chorus is another important part of the music program. All CORE students sing together in CORE chorus. They work on a variety of skills such as: listening; voice control; ear training; singing in harmony; singing with expression; and working together as an ensemble. CORE chorus provides young students, who have little previous experience, an opportunity to learn the basics of choral singing. As a small chorus, it also provides more experienced singers in the group with leadership opportunities and sometimes opportunities for solo work.

In addition there are two music periods per week that are part of the French immersion program. Students learn dance, rhythm, the instruments and composition of the orchestra and study the lives of some composers. They also study music theory, ear training and sight singing.

CORE students usually take two trips to the BSO to attend an open rehearsal. These trips are on Thursdays. Students wear Dress Day clothes. We often go out to eat at the Prudential Center or another restaurant after the performance. This year the trips will be on the following dates: November 1 and December 6.

### Field Trips

CORE takes frequent field trips. The symphony trips, trips to the Peabody Essex Museum or the MFA are a regular part of our program. There are also frequent science trips planned. We send home an announcement a week or so before the trip in which appropriate clothing, departure and arrival times and lunch arrangements are spelled out. Your child should give you one of these forms when they are passed out in school. You can also find announcements of upcoming trips in *Le Mois*.

For the last three years CORE has taken an overnight trip as well. We have been to Montreal for the last ten years. We stay in a youth hostel, visit museums and eat in restaurants. Students are closely supervised during these trips. We use school vans as transportation and teachers as drivers. We have found these to be valuable and exciting additions to our program. However, we also look on them as rewards. We believe that CORE groups who are cooperative and well-behaved in Boston or Salem are ready to go to Montreal. Groups who cannot be trusted in local situations cannot be expected to take the next step.

Therefore parents should know that we will plan a trip for CORE for the end of April or early May, only if we feel confident that students are ready to take this step. We usually ask for an additional fee (about \$160) to cover the total cost of this trip. This trip has been a weekday experience. If this trip is being planned we will announce it by March break. Parents who might make travel plans for April weekends earlier than this date should consult the CORE teachers to avoid possible conflicts.

## THE COURSE WORK

### Homework

Students at the Waring School are expected to do all their homework. This may seem obvious, but frequently students in other schools are allowed to get by with only doing some of the work and passing the tests. At Waring, we consider that homework is an

essential part of processing the ideas and concepts we present in our classes. It is indispensable in the skill development we are working at and integral to our program goals. Therefore, we take it seriously and keep after students to make up work if it is not handed in

on time. Not doing the homework can lead to receiving "no credit" on an evaluation.

Because students come to the Waring School with different skills, a reading assignment which takes one student 15 minutes will take another one 30 minutes. One student's math level might make a science assignment go faster than another's. A student's art interest may drive them to spend more time working on a poster than another student. Because of these variations different students have various problems with completing homework.

Many of our students have never experienced difficulty with homework before coming to Waring. They have always been at the top of their class, often with minimal effort. At Waring we seek to challenge everyone, even the best students. We believe that everyone has a lot to learn, including the teacher. We try to awaken a love of learning which will keep your children motivated all of their lives. At the CORE level, we are working to give your children the skills they need to mature in their intellectual growth.

Students who have difficulty with many skills will have a harder time with our program. However, we are committed to helping you and your child build these skills. It is important to remember that these skills have to be addressed gradually. For this reason the homework load seems to get easier as the year progresses. Difficulty with homework should be brought to the attention of the tutor and modifications can be worked out for individual students to help them as they develop the skills they need. Because these skills are more developed, homework is usually more manageable the second year of CORE. We believe that by demanding a lot, by setting high goals while at the same time providing encouragement and support, students grow and begin to reach their potential. It is this growth that motivates and rewards the student, and although it is sometimes painful to watch, it is what drives our school.

We believe that students need to spend time every evening doing homework. Parents can help with this by helping students set aside a regular study time. Ideally this should be at least an hour or two each evening. The first step is to keep this time free of television watching, internet surfing and phone chatting. Although homework assignments vary from day to day, this time can always be filled with meaningful work. Keeping it regular is the secret. When students develop regular habits they can be more efficient about getting the work done. This time should also include 20-30 minutes of

music practice. You might help your child schedule a short break in the middle of this study time.

If your child has a favorite television show during this time, you should try to put it on videotape to be watched later. More than 1/2 hour of television per day is highly detrimental to your child's success at Waring. Many families ban television watching for their kids during the school week.

Your child should have an assignment book. This should have enough room for your child to write the assignment clearly. Books that have a calendar/date book system are the most helpful. If your child has trouble getting assignments copied down accurately, speak to your child's tutor. If there are questions about the assignment your child can call the teacher for clarification (try not to call after 9:00 p.m.).

In general, we want students to be responsible for their assignments. If a pattern of missed work develops we try to call or send a note home. But we encourage you to call us if you have individual concerns. If your child claims to have no homework assigned several days in a row, there is a problem that you should investigate. If your child is getting to bed regularly at an unreasonable time, we need to know about it. In general, if your child has put in the homework time allotted for the evening and it is bedtime, but the work is not finished, send them to bed and send a note to school the next day. If the problem persists, talk to the child's tutor.

When students are absent it is their responsibility to make up the work missed as soon as possible. If the absence is brief they can often get the assignments from a friend the next day. They should get any handouts from the teacher. They should ask a friend for notes. If the absence is of long duration the parent can call the tutor to coordinate getting assignments from the teachers. The tutor can also help work out a reasonable schedule for making up large quantities of work.

At Waring we give assignments that should be completed during vacation periods. We understand that families travel, and we try to tailor the assignments accordingly. For example, the French tape over the Thanksgiving weekend sometimes asks for a description of the people who came to dinner. We often ask students to read a book over December or March break. Sometimes this is a choice book. Sometimes, everyone reads the same book. We don't expect students to do as much work during vacation, but we do require some work.

We also expect that students continue to practice their musical instrument during this time.

Sometimes your child may not be successful. They will do poorly on a test or not turn in their work on time. We want you to encourage them, to help them organize their time, to help them find ways to work successfully. We don't want you to do their

work, however. If an assignment has been too difficult, the teacher will realize this when the work comes in. If some parents mask this effect by providing extensive help, the teacher doesn't get accurate feedback. As always, if you have concerns, call and make an appointment so we can talk about it.

## SKILLS TO LEARN

### Organization

This is the key to success at Waring. Some students find this an easy task. Many of them find it a constant struggle. Organization starts with having all your materials. We encourage students to have a pouch for pencils, pens, eraser, metric ruler, compass, protractor which they keep in the same pocket of their backpack. It is most efficient for students to use a three ring binder (a simple one is lighter and works fine) for their notes. This binder should be organized using subject dividers. This way both notes and homework can be found in the same location. This system cuts down on multiple, heavy notebooks. You might want to keep a three hole punch at home so students can put work done on computer paper in this binder.

The assignment book is also essential. Students need it every day at home and at school. Working with your child on setting up and keeping an assignment book current is a great life skill. Show them your own planner so they can begin to understand that adults have assignment books too! Small but meaningful rewards for success in this department often work well.

### Spelling

We don't give regular spelling tests in CORE. Instead we mark misspelled words in homework papers. In Humanities, students keep a spelling log. In it they enter words that have been marked on their homework papers. The idea is to become aware of words they consistently misspell, and to learn these. Some of these words are common to other students, but more usually they vary greatly between students. We also encourage this practice for students who use the computer for homework. They can keep track of the words that they miss most frequently using their spell check. We find that gradual improvement of frequently used words is effective for everyone.

### Writing

Students usually enjoy their creative writing classes very much. These classes are in workshop format, taught by responsible, trained junior and senior Teaching Assistants under close faculty supervision. Students spend much class time reading their writing out loud and listening to their classmates' reactions. Thus they learn how to give careful, helpful responses and also how to use the responses they receive in revising their own pieces. They are expected to produce a portfolio of 10 polished pieces by the end of the year.

Students also do extensive writing as part of the Humanities class. This writing is usually of two types: notecards and essays

### Notecards

A notecard is a brief reaction to a reading assignment. They are often assigned with daily reading. The purpose of a notecard is to encourage the student to reflect on the assignment so that they will be prepared for a discussion in class the next day. Often these preliminary thoughts are the basis for class discussion.

Notecards should be about a paragraph long. The student should write their name, the date and the pages of the assignment on the top of the notecard. The student can pose an interpretive question about the reading and write an answer to it. The student can make observations and connections between the reading and earlier readings or their own life. They should not give a plot summary.

Because the purpose of the notecard is preparation for the next day's discussion, it is of much less use when it is done late. If time is an issue the student should read part of the assignment and write a brief notecard, perhaps only an interpretive question, rather than save up and write a batch of notecards at a later date. If students are having trouble with the notecard assignment they should speak to their teacher or their tutor for ways to make progress. The teacher reads these notecards and give students

regular feedback on their ideas. This is a valuable part of training in analytical and literary thinking.

### Essays

In CORE students write between two and four essays each year. We work on helping the student choose and analyze a topic by creating a thesis statement and an outline before they begin to write. This is a closely supervised process and a good deal of class time is given to preparing the first outline. The essay is written sometimes at home, sometimes in school. If the preparation is done properly, the writing should not take more than two class periods. After the essay is written we want it typed to facilitate the revision process. If your child is not skilled on the keyboard, helping them with the typing is often a good idea. Your child will be expected to do one or two revisions. These revisions focus on both style and structure. We expect the child to respond to the comments on the paper and to turn in the original draft along with the revision so the teacher can see how the comments were interpreted. Based on frequent errors in grammar and style, we have developed a one page Style Sheet that highlights the most common errors. We feel that we are most successful in improving the grammar that students actually misuse. Students are given at least two days for this revision process. We expect it to be a serious undertaking. This time also gives students a chance to ask questions if they don't understand the teacher's comments.

### Reading

We give a lot of reading assignments at Waring. If your child is a slow reader we encourage you to talk to the teacher about the problem. It may be a good idea for the teacher to modify the length of your child's assignments or to find other solutions to help manage the work. If your child has difficulty with longer novels, a good trick is to read about 50 pages aloud with them (they should be looking at the text as you read). This gets them used to the language and sentence structure the author uses and often makes the rest of the book much more manageable.

### Discussion

Many Waring classes depend on discussion. Students are encouraged to learn to take part without raising their hands. They gradually learn to find a good entry point into the conversation to make their contribution. For many students one of the hardest skills is to listen to what others have to say and respond to

their classmates, rather than just offering their ideas to the teacher. Some students find it difficult to speak up at all. The teacher functions as a discussion leader and tries to encourage the timid and restrain the overexcited.

### Note Taking

We work with students to learn to take notes. Few CORE students come to Waring with much expertise in this area. Students should learn to write down the date and a few points from each class. Taking notes during a discussion is challenging, but the results are often a rich source for further discussion and essay writing. Notes are also important for preparing for tests. Often test scores reflect weaknesses in note taking skills. As students learn to take better notes, to distinguish the important from the trivial, to identify names and dates referred to in class, their test scores improve dramatically. This is an area in which an older member of your child's tutorial might be very helpful in giving ideas and suggestions.

### Memorization

We believe that learning to memorize is a lost art in our world. And we also believe it is a skill learned by practice. To this end we have a program of memorizing poetry each week. Students are given one week to memorize a short poem that they recite to a peer the following week. We try to choose short poems that interest students. We also try to introduce them to some of the great writers of the world by selecting poetry these authors have written. If parents would like to suggest a poem we are happy to hear your ideas. In addition to learning to memorize, we feel that this feature of our program introduces students to rich vocabulary as well as interesting ideas and figures of speech. The intention is that students work a little bit each day on their poem. This could be a task done in the car or at the breakfast table. This is a good activity to do with parents. Students could also make a recording and play it over during the week to help them learn the piece.

### Test Taking

Being successful on tests requires that students have mastered a whole range of skills, chief among which is note taking. It is also difficult to distinguish the important from the trivial. In CORE we view tests as an opportunity to teach students how to review a body of material, pick out the important elements in a detailed way and put these details in a context that allows the student to make

sense of them. We work with students on developing a study sheet. We often conduct review sessions in class with the teacher and with small peer groups. We expect students to study for tests. But test scores do not always reflect the time a student spends studying. Parents should not judge their child's scores in an absolute way. Rather they should look for progress. If they have specific concerns they should talk to the teacher. But the most important element of test taking is that students prepare for them seriously and make progress in their ability to produce what is required.

### Oral Presentations

We frequently ask students to prepare oral reports. These are usually brief (3-5 minutes). We expect students to prepare and rehearse their presentation and to use index cards to prompt them on key points, names and dates. It is great if they can present their report to their parents so they can get some feedback before they bring it to class.

### Research from Primary and Secondary Sources

Each year we ask students to do a project, which is based on research. One is on immigration and the other is on the history of the town they live in. These projects usually takes about six or seven weeks. We ask students to do library research as well as to conduct one or more interviews. We divide these projects into steps so the student has a task each week, which culminates in a final comprehensive presentation that includes a written report, a poster and an oral presentation. These projects need parental support. We give the students an overall outline at the beginning of the project, which we ask them to share with their parents. The purpose of these projects is to help students understand that research is akin to detective work, that history is the story of people's lives and that large projects are accomplished by step by step progress.

## **SOME INDIVIDUAL CLASSES**

### French

Our French program begins in CORE and leads to Quebec, Angers, Paris and Provence. Until January the beginning French classes are all oral and are conducted entirely in French. There is regular homework however in the form of a cassette tape which must be recorded nightly. Students should record two minutes the night following each French class. This means they should record a total of eight minutes per week. These assignments are emailed nightly or turned in once a week on a flash memory key. This regular exercise is the key to the rapid progress and authentic accents our students are known for. There are no shortcuts. Students make progress as a function of the regularity of this effort. You can help your child by helping to set up the computer for voice recording. Instructions are available on the Waring website under French resources. Your encouragement is also essential. If problems develop call your child's tutor or French teacher, and discuss the situation.

### The Immersion Program

In addition to our French classes we teach some content areas in French. This is what we call our Immersion Program. There are four immersion classes each week in CORE. These classes are important parts of our curriculum. Two of these are music classes in which students

learn music theory, sight reading, rhythm and dance. Two classes are devoted to humanities, and math topics. We work to present topics which are best learned in a hands-on situation. We find that presenting topics this way is very age appropriate, and doing it in French is stimulating. Students usually have some homework in these classes, although it usually involves less writing than other classes. It is important to understand that we teach content in these classes and students are expected to take part actively. For example some of the content we present in immersion classes are the topics of geography and estimation.

### Geography

Part of the year is devoted to geography in our immersion classes. We believe that learning about the world, its political and physical features are essential to understanding culture and history. Since most geographical names are easily transferred from French to English we have found that the immersion class is an excellent place to work on this important subject.

### Estimation

Several weeks are spent at the beginning of the immersion curriculum teaching students skills of estimation. One result of this approach is that students manipulate French numbers

easily. Another result is that they learn to estimate quantity, length in the metric system, and temperature in Centigrade and Fahrenheit.

### Math

Although the CORE classes may be working at different levels, there are some basic skills that all students will be developing: understanding of numbers, reading and writing mathematical notation, reading and following instructions, arithmetic with decimals, fractions and negative numbers, measurement and estimation skills, familiarity with the metric system, graphing skills and analysis of word problems. In order to strengthen arithmetic skills, we strongly discourage the use of calculators in CORE. Students in Impact Course 3 may use a calculator in certain chapters with the teacher's permission.

The series we are using, Impact Mathematics, is broken into a number of chapters. Each chapter is broken down into three to five "Lessons." Each "Lesson" consists of a two to four "Investigations". We typically complete one "Investigation" per class meeting. We generally have the students work in pairs during class. At the end of each "Lesson" there is an "On Your Own" exercise. The nightly homework for each "Investigation" consists of a certain number of problems from these "On Your Own" Exercises. Each day in class we go over the homework from the night before. The problems assigned for homework fall into three categories: Practice & Apply, Connect & Extend and Mixed Review. As the names suggest the "Practice & Apply" problems are based upon the material covered that day in class. The "Connect & Extend" problems seek to take the students understanding further. It is typical for students to be unable to answer all of these problems, but they should attempt to do so. The "Mixed Review" problems are a collection of problems seen in earlier chapters. This section helps students retain their understanding. At the end of each chapter, there is a "Review and Self-Assessment" exercise which covers the material in the entire chapter. On this exercises, the students should demonstrate their understanding of these concepts to the best of their ability. The "Review and Self-Assessment" exercises help prepare students for the end-of-chapter tests given after each chapter. Homework should be clearly labeled, neatly written (pencil and graph paper are highly recommended), and all work should be presented, not just the answers. Most of the problems can be solved in just two or three steps, but it is important for a student to be able

to present problem-solving as a process. This skill will help the student make the transition into doing complex, multi-step problems later in the program.

Students may be asked to do corrections on their homework, especially on the Mixed Review and Review and Self-Assessment sections. This is an important part of the learning process, and should not be forgotten or ignored. Sometimes students are discouraged at the thought of having to do problems over again, but it is not an endless process. If they make an honest effort to examine and correct their mistakes, they will be rewarded with a deeper understanding, and the teacher will usually be able to work with students individually if there are still problems with the assignment.

Students are encouraged to work together, to get some help from their parents, and, if this doesn't work, to call their teachers for help on homework. We assess the students' ability to perform independently on chapter quizzes and book tests. Students should understand that collaboration on problems is not permitted in a quiz or test situation.

### Science

Our CORE science course is thematic. As with other CORE courses we stress skills and concepts while presenting a significant amount of science content from a theme based approach. We help our students learn what the scientific approach is like; what a scientific questions is, and how to answer it; what and how to observe; how to measure and how to report results. Students learn how to represent data graphically and what the difference is between counting and measuring numbers. We teach students how to use the microscope, balance and other laboratory tools. Students have both laboratory classes and lecture classes.

We also work with the students to develop note taking skills and develop confidence in taking tests. We want students to see how good notes can help them in their course work and provide a solid foundation for strong study habits and successful performance on periodic tests.

Students are frequently asked to write about readings or activities. These writing pieces often go through a revision process based on peer and teacher critique. This process helps

students develop strong writing skills that should enhance their work in all areas of the curriculum. Finally, students are asked to make presentations to the class several times each year. The preparation for these and the post-presentation critiques, help the students develop strong public speaking skills.

### Art

Drawing is the primary focus of the Art Program at Waring, which is taught as a skill that everyone can learn with practice.

We use drawing as a means to look and see the world actively, and with greater depth and clarity. For this reason, students are usually asked to draw from direct observation, not from imagination or photographs. Students have art class once a week, and are assigned weekly sketchbook assignments. The sketchbook assignments are an important opportunity to practice drawing, and the sketchbook becomes a record of the student's progress.

## **IN CONCLUSION**

We hope this orientation has you pointing in the right direction. We look forward to many conversations as you and your children become integral members of the Waring School Community.