



High School Curriculum

Overview

ECS provides a collaborative and integrated curriculum in which faculty and students work together to pursue evolving inspirations, while being guided by the wisdom of a Waldorf-informed curriculum. The academic courses support the practical and fine arts and vice versa. A morning lesson block on Mechanics can be supplemented with hands-on work doing mechanical projects or auto-restoration. Chemistry can be integrated with organic farming or cooking, etc. Students can read Emerson's Self-Reliance while engaged in an outdoor education subsistence unit. Further, courses are brought together to produce a transdisciplinary resonance between domains. The possibilities are endless under this model and are organized around the gifts of an exceptional faculty and the opportunities that can come to the students through the wider community. The student's own evolving interests and what are typically thought of as "extra-curricular activities" can also become central in our program, through approved for-credit independent projects, or through leveraging community resources in the homeschool enrichment track. Overarching themes of the grades are listed below, along with typical course concentrations. The spirit of the education is collaborative, integrated, visionary, and initiatory. Process and experience are primary. The curriculum is not static—it is designed with evolution and change in mind, and evolves with each new student and teacher that comes to our program. These changes are all harmonized and brought into alignment with state graduation requirements.

Example of A Thematic Integrative Experience: The Elements (Water)

- Explore the watershed (ecological studies combined with movement, urban-rural exploration, geography)
- Rivers and geography, world history; the Nile (Tigris and Euphrates); the Ganges; the Mississippi; River boats
- Water in physiology and life-processes
- Patterns and tendencies of water's movement: Hydrology
- Water in Culture: religious rituals, poetry, creation myths, symbolism, visual art
- Water in civics: sanitation facilities and processes, conservation, water rights
- Water in the Arts: Water-color, Eurythmy forms, etc

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Course offerings are subject to change depending upon faculty interests and student needs. The following examples represent a typical progression.

Grade 9

Guiding Impulse for Grade 9: Orient the students to where they are in their bodies, in space and time, and the objective factors of the environment and world situation in which the student is immersed. The guiding question for the year is: What is this?

Coursework and experiences may include the following:

1. **Science:** Anatomy & Physiology; Organic Chemistry; Earth Science (Geology and Geography); Physics (Thermal Physics)
2. **Mathematics:** Permutations, Combinations, and Probability; Loci; Algebra; Descriptive Geometry
3. **Literature:** Comedy and Tragedy; Short Stories; Nonfiction, Journalism, The essay; Fundamentals of Reading&Writing
4. **History:** Current events and their context; Art History; History through Drama
5. **Social Studies:** Health Education; How to cultivate collaborative working together and school governance; Revolutions
6. **Physical Education:** Basketry; Indigenous crafts and tools; woodworking and carpentry; gardening and farming; Movement and Games
7. **Arts:** Black and white drawing; painting; Eurythmy
8. **World Language:** Spanish or other
9. **Career & Technical:** Computer Science 1

Grade 10

Guiding Impulse for Grade 10: Once the students have been oriented toward the present moment and what is around them, then they are curious to find out: How did this world come into being. The integrative theme of Grade 10 gives them a sense for “how” things work, how they come into being, and how formative forces are active in the world around them and in themselves.

Coursework and experiences may include the following:

1. **Science:** Embryology; Hydrology & Harmonics, Chemistry (acids, bases, salts); Earth Science (Geophysics); Physics (Mechanics);

2. **Mathematics:** Geometry, Trigonometry, Logarithms
3. **Literature:** Development of English; History through Language; Etymology and Grammar; Poetics; The Epic (The Odyssey/Iliad, Moby Dick, etc.); Foundational Literature (Old Testament, Gilgamesh, Rig Veda, Creation Myths, etc.)
4. **History:** Ancient Civilizations; Civics and the Founding Documents (US History 1)
5. **Foreign Language:** Spanish or other
6. **Social Studies:** Ethics, Comparative Religions
7. **Physical Education:** Movement and Games 2
8. **Arts:** Clay sculpture, Drama, Leatherwork, Metalwork
9. **Career and Technical:** Computer Science 2

Grade 11

Guiding Impulse for Grade 11: The students are waking up to their individualities and intellectual capacities to a greater degree. This is supported by exploring the realm of ideals and developing confidence in their ability to think independently and to discover the laws and reasons that exist implicitly within the world-of phenomena. Thus, the prominent question this year is “Why?” Further, thinking begins to penetrate into the realm of “invisibles”, by progressing from the sciences of the “manifest”, like geology, to more “subtle” phenomena like electro-magnetism. In addition, more space is created for students to begin to differentiate their experience through participating in internships, online courses, and external programs like Running Start, etc.

Coursework and experiences may include the following:

1. **Science:** Neuroscience; Botany; Atomic Chemistry; Electricity and Magnetism
2. **Mathematics:** Projective Geometry; Cartesian Geometry, Trigonometry, Complex numbers
3. **Literature:** Parzival; Dante; Shakespeare; Multicultural selections; The Romantics; The Personal Essay
4. **History:** 19th Century American History (Industrialization and Civil War); Medieval and Renaissance History; Scientific Revolution
5. **Foreign Language:** Spanish 3; or other
6. **Social Studies:** Student Government
7. **Physical Education:** Movement and Games, Eurythmy
8. **Arts:** Oil Painting; Chorus; Stained Glass

9. **Career & Technical:** Computer Science 3; internships, practicums, Running Start

Grade 12

Guiding Impulse for Grade 12: Now that students have had a strong experience of discovering themselves through their thinking, they can begin to learn how to transcend themselves through thinking, and recognize their embeddedness in the world, as well as the world's creation through themselves. A participatory cosmos is illuminated as they pursue their sense of destiny.

Coursework and experiences may include the following:

1. **Science:** Zoology and Evolutionary Theory; Biochemistry; Ecology; Light and Optics
2. **Mathematics:** Calculus; Fractal mathematics, Mathematical Physics; Statistics and other applied mathematics; Paradoxes and Living Thinking
3. **Literature:** American Transcendentalists; Modern World Literature; Faust; Russian Literature; Creative Nonfiction
4. **History:** Philosophy of History and Symptomatology; Modern American History (20th and 21st Centuries); The Future
5. **Art:** Senior Play
6. **Independent Work:** Internships/Trade Experiences, Artistic Immersion, Field Work, Running Start
7. **Senior Project**