

HIGH SCHOOL

grades 9-12

INSPIRING INNOVATION
& CREATIVE THINKERS



FROM WONDER TO WISDOM

- The School was founded in 1984 and the High School in 2002. We are Pre-K-12 grade.
- Waldorf education is based on the insights of Rudolf Steiner; **our students are inspired to become independent and creative thinkers who are collaborative leaders in social and environmental justice.**
- Our program focuses on experiential relational learning.
- EWS teachers have a college degree plus two additional years of Waldorf teacher training in Waldorf philosophy, curriculum & child development
- 54 acres of forest, hills, trails, and farm
- 280 students
- HS Classes currently average 12 students
- School Day: 8:30 am to 3:15 pm



ENCOURAGING CURIOSITY | DEVELOPING PURPOSE | INSPIRING INNOVATION

EMERSON WALDORF EDUCATION

An educational philosophy guided by a deep understanding of human development that looks to bring forth the unique potential in each student.

- **HOLISTIC EDUCATION:** WE HONOR, PROTECT AND NURTURE THE PHYSICAL, EMOTIONAL, INTELLECTUAL AND SPIRITUAL DEVELOPMENT OF EACH STUDENT. WE CULTIVATE CRITICAL THINKING AS A PATH TO SELF-RELIANCE BY DEVELOPING AUTHENTICITY IN FEELING, AND INTENTIONALITY OF ACTION.
- **SOCIAL JUSTICE:** WE WORK TOGETHER TO PROMOTE EQUITY AND INCLUSION FOR ALL COMMUNITY MEMBERS. WE RESPECT AND REVERE THE NATURAL WORLD AND EMBRACE OUR RESPONSIBILITY AS STEWARDS OF THE EARTH.
- **COMMUNITY AND COLLABORATION:** WE RELY ON A COMMITMENT FROM ALL MEMBERS OF THE COMMUNITY TO WORK TOGETHER TO BUILD STRONG, COLLABORATIVE RELATIONSHIPS.



SCHEDULE

- **Academics** are taught each morning in the main lesson followed by core curriculum work.
- The school day begins with the Main Lesson, a 90-minute intensive academic class where students study a topic deeply for 4-5 weeks.
- At the end of each intensive, students turn in a **final portfolio** that is part of their final grade.
- While some topics are covered in an intensive format, other concepts are taught as a year-long course.
- **Special subject classes, project-based academic electives as well as art and movement classes** are taught in the afternoons.



ACADEMIC ELECTIVES

This Fall's Electives for 10th-12th Grade

- Art Gallery
- Philosophy
- Advanced Spanish
- Robotics

Robotics Class and Team

The 2021-22 Robotics Team competed in the State Competition, winning First Place in the North Carolina Regional Qualifier Finalist Alliance

Our Robotic Team will once again be competing at State and possibly National level.





EARTH-CENTERED LEARNING

- Academic courses such as ecology, land surveying, botany, and biochemistry are held largely outdoors on our 54 acre campus and school farm.
- Regular nature walks, outdoor local field-trips, and forest-based field-journaling are all integral aspects of the life science curriculum.
- Complexity, interconnectedness, and environmental thinking are core themes woven throughout all science courses.
- Students enjoy a 15-minute break in the morning and a 45-minute lunch break in the afternoon, all held fully outdoors



SOCIAL & ECOLOGICAL STEWARDSHIP

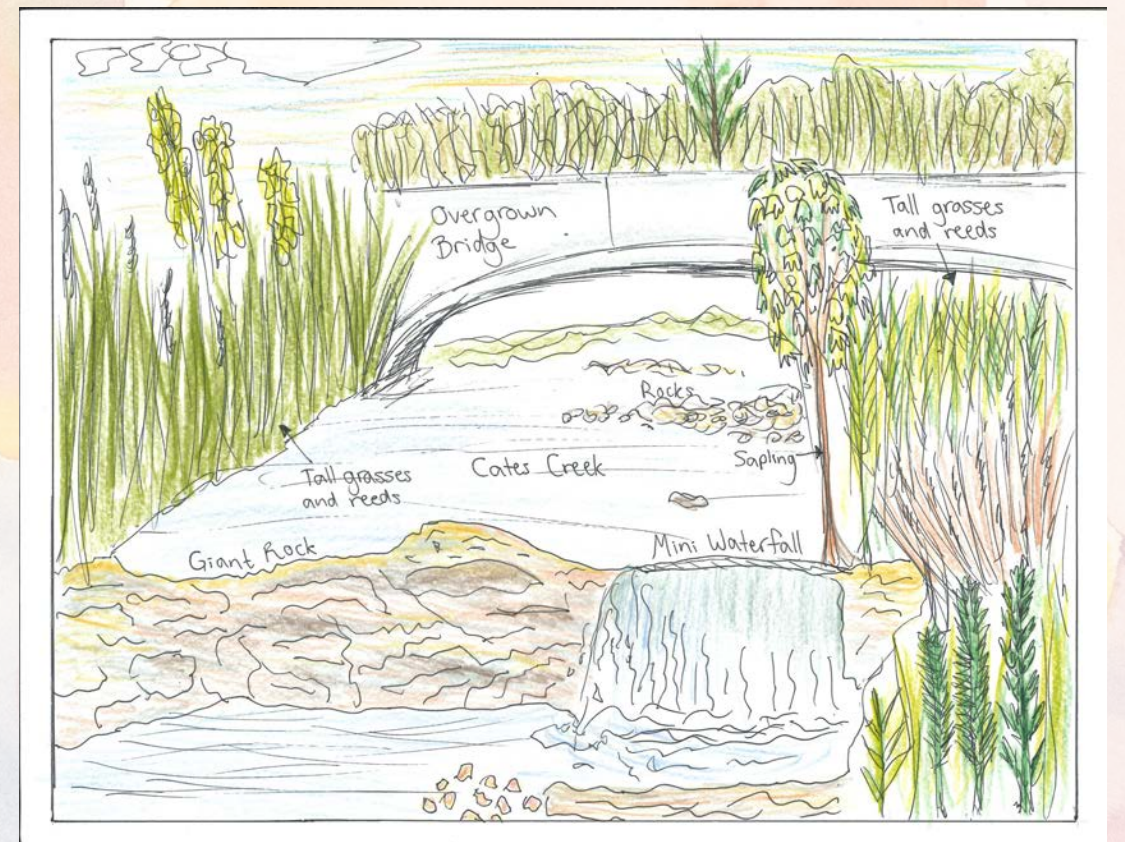
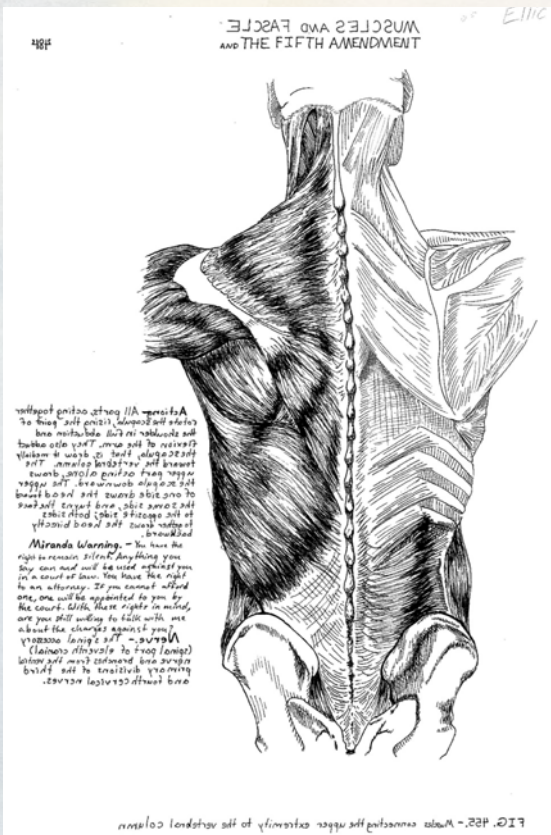
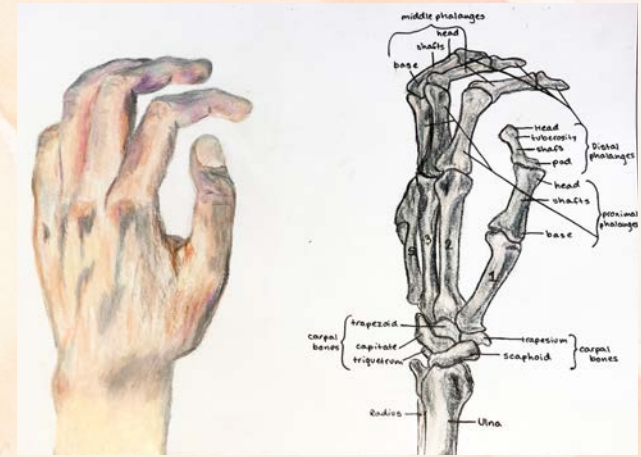
- Sustainability activities have included; working with faculty and families to improve our school's environmental awareness, compost deliveries to the farm, litter removal from our local roads, analysis of our school's energy costs, and proposals for how the school should reduce its carbon footprint.
- The intersectionality of **social and racial justice with environmental justice is a core theme** in geology, climatology, and land surveying, and culminates in a 12th grade course on the topics of Environmental Justice and Social Justice:

In this course students examine how space and place affect human and environmental well-being. They develop a critical understanding of what constitutes environmental privilege and oppression by examining the historical roots of current, persistent environmental inequalities across the globe.



MAIN LESSON PORTFOLIOS

The portfolio is organized with written and visual elements consciously researched, and provides ample evidence that the student has engaged with the subject matter in a meaningful way.



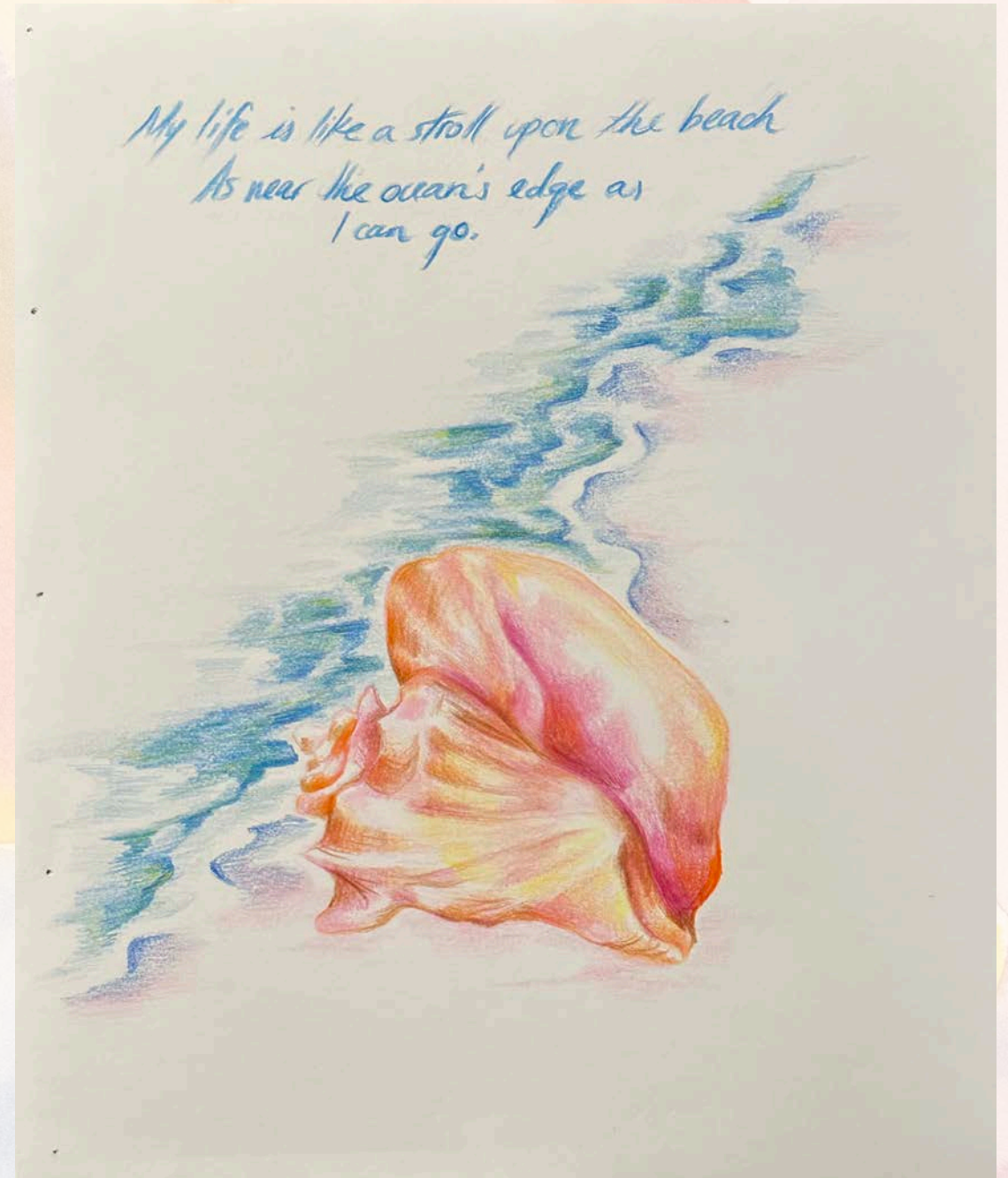


HUMANITIES ENGLISH LITERATURE

Students study works of literature from a variety of sources throughout their **Main Lesson humanities classes** and their **skill-building track English classes**.

The particular pieces of literature shared in these classes are chosen with the aim of introducing students to a **diverse body of literature and writing styles**, as well as works that support their soul experience at this point in their development.

Students are also ready to begin writing more formal essays, as well as continuing their exploration with narrative and expository forms of writing. Ultimately, the students should be able to **find their own voice, and their own questions**, through the culmination of these experiences.





U.S. & WORLD HISTORY

Students learn to consider **what ideas and values shaped different cultures**, and what we can deduce about these peoples when we consider their stories and the historical record.

We consider **how we gain knowledge about the past** and **how to make historical judgments** as we explore how a distinctive culture emerged over two millennia. In these classes students develop their analytical skills and practice both research and academic writing and presenting. We continue **to develop research, analytical, and writing skills, and carry out major research papers and presentations.**

Grade 9

Students take two history classes this year, a **Colonial History main lesson block** and a semester long track class, **US History 1: 1776-1865.**

Grade 10

Students take two history classes this year, an **Ancient China main lesson block** and a semester long track class, **US Government.**

Grade 11

Students continue the study of **American history: 1877 to the present** in a track class, and undertake a **world history main lesson block.**

Grade 12

12th grade culminates in a Transcendentalism main lesson block and an Economics and Social Studies track class. Students synthesize all of the skills and ideas that they have developed and encountered throughout their high school education and use them to engage with a question: **who am I in the world?**



MATHEMATICS

Grade 9: Math 1 (Yearlong)

Students begin high school with a focus on Algebra. Connections between the abstract principles of mathematics and the workings of everyday life are woven throughout the course.

2 Main lesson Blocks: Descriptive Geometry, and Probability

Grade 10: Math 2 (Yearlong)

This course covers all the basics of two- and three-dimensional geometry, including congruence, symmetry, straightedge/compass constructions, segment/angle relationships, triangles, circles, polygons, areas, perimeters, volumes, platonic solids, fractals, and relevant proofs.

2 Main Lessons Blocks: Trigonometry and Surveying, and Conics and Proof

Grade 11

Precalculus (Yearlong) The year begins with a review of exponents, polynomial factoring and rational equations. Followed by Graphs and Graphing Utilities, Analyzing Graphs and Functions, the nature of the trigonometric functions using trig identities to solve equations, and how to evaluate the trig functions graphically and analytically.

Main lesson Block: Projective Geometry

Grade 12

Calculus (Yearlong) Students learn all of the essential concepts as well as a variety of applications, including limits, Zeno's paradoxes of motion, philosophies of infinity, the derivative, rules of derivatives, instantaneous speed, acceleration, using derivative concepts to analyze functions, economics, the antiderivative, integrals, and applications. The course aims to facilitate a holistic, intuitive understanding of calculus.

Main lesson Block: Statistics

MUSIC

- Learning to play instruments is an important part of the curriculum for all students at the Emerson Waldorf School. Students develop focus, discipline, and perseverance. If students are new to EWS and don't play an instrument, they can start by learning the guitar.
- Students choose to specialize in vocal music, string music, or guitar.
- Engage in weekly, small group lessons to continually introduce and refine new skills in the chosen area
- Spend some of the instructional time in applied ensembles that allow for project-based and inquiry-based, changeable ensembles that allow for mixing and matching between then three music streams with an end toward completing performance projects.
- Students choose between three different music electives taught by accomplished musical professionals.
- This semester 2023: Intermediate Guitar, North Carolina strings band, chorus.



SPANISH LANGUAGE

- Our world language program focuses on Spanish, for grades 1 to 12. Learning a second language not only introduces children to other peoples' way of thinking and feeling, but also cultivates tolerance and openness to other cultures, helping students to become globally attuned.
- **9th Grade** asks “What can language do?”
- **10th Grade** asks “How does language work?” The origins, the history, and the evolution of the Spanish language are explored and compared to other languages.
- **11th Grade** studies “The beauty and power of language”.
- **12th Grade** seniors keep practicing and reinforcing what has been learned in the previous year
- **10th – 12th Graders** have an option to take Advanced Spanish as an Elective
- Students use a textbook, but lessons also include a study of modern topics, debates on current events in Hispanic countries, dialogues, movie analysis and individual projects.



PRACTICAL ARTS

We offer experiences in coppersmithing, blacksmithing and woodworking

- 9th Graders first learn coppersmithing, and 10th - 12th Grade students learn blacksmithing.
- All students learn woodworking.
- When using hand tools, students concentrate on exactness, developing endurance and skillfulness of hand.
- Practical Arts enhance understanding of Geometry, Biology, Physics, and similar subjects.



VISUAL ART

Practicing the visual arts engages students with ideas of beauty and cultivates reverence for the material world.

Each student at Emerson will come into a deeper relationship with their own artistic capacities through training in drawing, painting, printmaking, and sculpture.

These processes provide students with opportunities to refine sense perceptions, develop technical skills and engage in creative self expression.



PERFORMING ARTS

Students participate in every aspect of bringing the page to stage, from acting and costumes to sound, lighting and props. Students study not just the plays themselves, but the world in which they were created.

In 10th and 12th grade, the class puts on a **full length play** as one of their Main Lesson Blocks

In **Philosophy of Theatre**, all grades study the historical and artistic relevance of these aspects, as well as explore how works of the past can reflect and resonate with the world today in order to create our own vision for how we would stage and perform these plays for a modern audience.



MOVEMENT

- The focus in the high school PE class is on sports or games that incorporate different systems (for example, circulatory, skeletal and metabolic) so that the students get a well-balanced experience.
- Students experience various movement blocks through the year. These have included: Soccer, Ultimate frisbee, Yoga, Volleyball, Acrobatics and Cross Country
- Students are graded on their participation, behavior, effort, and attitude.
- In movement, students focus on the development of physical strength, teamwork and sportsmanship.



ATHLETICS

- EWS athletics teams are inclusive, all students are welcome to participate regardless of ability or skill
- Athletes must commit to attend practices and competitions, as well as, maintain a minimum GPA of 3.0
- The coaches in our High School understand the benefits of allowing the students to have the opportunity to bring forth their own observations from the play, and to solve issues or suggest strategies themselves. This allows for the practice of critical thinking, cooperation, and leadership
- Sports offered throughout the year:
 - Fall: Girls Volleyball, Co-Ed Soccer, Co-Ed Cross Country
 - Winter: Girls and Boys Basketball
 - Spring: Co-Ed Ultimate Frisbee





TECHNOLOGY & HOMEWORK

Our school is digitally fluent but not digitally dependent

Students use technology as a tool for their class work and homework yet have the option to handwrite their work

- Assignments are given on Google Classroom and in person
- They may bring their own computer to school or check out a school laptop
- Students can expect 1-3 hours of homework five nights per week





OUTSIDE THE CLASSROOM

Curriculum trips and opportunities to travel are a regular part of the high school experience

Students experience a week-long curriculum trip once a year:

This year 10th Graders will sail along the Neuse River as part of their Odyssey block lesson.

1st and 12th Graders will take a mountain trip as part of their history, architecture and environmental justice classes.

9th Graders usually do a Camphill service trip

Other opportunities include day-trips to local Historic sites, Art Museums, Hiking Trails, trips to observe local Architecture, as well as trips to Playmakers to experience locally produced plays.

On campus we have our seasonal Festivals like Winter Solstice Vigil with bonfire, our Farm Fridays, the Halloween Dance, and High School Prom.



JUNIOR INTERNSHIP

All juniors participate in a weeklong internship exploring an industry or profession of interest

- Juniors present their experiences to the school community
- Recent internships include a veterinary clinic, Habitat for Humanity, environmental consulting groups, hospital labor & delivery unit, and a political lobbyist group



SENIOR PROJECT

Senior Projects are meant to challenge students to learn new skills and perform research in a specific area of interest

Students start conceiving their independent senior project towards the end of their junior year. One of the first steps is to identify a subject matter expert to be their mentor

- Students present their findings to the school community in the spring of their senior year
- Recent projects include architectural design, neuroscience research, 3D animation, book publishing, writing and directing a one-act play, music composition and statistical research



CURRICULUM BY GRADE

| | 9 th Grade | 10 th Grade | 11 TH Grade | 12 th Grade |
|---------------------------|---|--|---|--|
| Humanities | English I Comedy & Tragedy US History Colonial History Reimagined Modern US History History Through Art I & II | English II Odyssey Poetics Class Play US Government & Civics Ancient World History Greek History History Through Poetry | English III Dante Shakespeare Parsifal Renaissance US History II History Through Music History of Philosophy | English IV Faust Transcendentalism Class Play World History History Through Architecture Economics Senior Seminar |
| Mathematics | Algebra I & II Probability Descriptive Geometry | Algebra II Geometry Trigonometry & Surveying Conics | Advanced Algebra II Analytic Geometry Projective Geometry Trigonometry Pre-Calculus | Pre-Calculus Calculus Statistics |
| Science | Organic Chemistry Thermal Physics Anatomy & Physiology Dynamic Earth Geology Sustainability | Inorganic Chemistry Mechanics Embryology Climatology Sustainability | Atomic Chemistry Electricity & Magnetism Cell Biology Botany Sustainability Electives | Biochemistry Evolution Visual Physics Zoology Ecology Sustainability |
| Language | Spanish I | Spanish II | Spanish III | Senior Project |
| Arts | 2D Black and White Drawing 3D Clay Sculptural Form Pottery Coppersmithing Orchestra, Band or Guitar Chorus | 3D Clay Sculptural Form Woodworking Blacksmithing Bookbinding Weaving Orchestra, Band or Guitar Chorus | 2D Master's Drawing & Painting 3D Sculpting: Human Figure Woodworking Blacksmithing Orchestra, Band or Guitar Chorus | 2D Portraits 3D Sculpting: Human Head Woodworking Blacksmithing Orchestra, Band or Guitar Chorus |
| Physical Education | Movement Eurythmy | Movement Eurythmy | Movement Eurythmy | Movement Eurythmy |

Some concepts are covered in Main Lesson, while other topics are taught as a year-long course. This chart reflects both Main Lesson and year-long classes.

| Academic Credit: | | | | | | | | | |
|---|-------------|----------------------------------|-------------|----------------------------------|-------------|----------------------------------|-------------|----------------------------------|--------------|
| 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | | Total Credit | |
| English Literature I | 0.5 | English Literature II | 0.5 | English Literature III | 0.5 | English Literature IV | 0.5 | | |
| Comedy/Tragedy | 0.25 | Poetry | 0.25 | Parzival | 0.25 | Spirituality and Senses | 0.25 | | |
| | | Odyssey | 0.25 | | | Transcendentalism | 0.25 | | |
| Dramaturgy | 0.25 | Dramaturgy | 0.25 | Dramaturgy | 0.25 | Dramaturgy | 0.25 | | |
| | | | | | | Senior Seminar | 0.25 | | |
| Total 9th English | 1 | Total 10th English | 1.25 | Total 11th English | 1 | Total 12th English | 1.25 | English Credit: | 4.5 |
| US History I Track | 0.5 | US Government Track | 0.5 | US History II Track | 0.5 | Economics & Social Studies Track | 0.5 | | |
| History thru Art | 0.25 | Ancient China | 0.25 | World History | 0.25 | History thru Architecture | 0.25 | | |
| Colonial History | 0.25 | | | History thru Music | 0.25 | Environmental Justice | 1 | | |
| Total 9th Social Studies | 1 | Total 10th Social Studies | 0.75 | Total 11th Social Studies | 1 | Total 12th Social Studies | 1.75 | Social Studies Credit: | 4.5 |
| Human Biology I | 0.25 | Human Biology II | 0.25 | Botany | 0.25 | Zoology | 0.25 | | |
| | | | | Cell Biology | 0.25 | | | | |
| | | | | Botany Lab | 0.25 | | | | |
| Total 9th Biology | 0.25 | Total 10th Biology | 0.25 | Total 11th Biology | 0.75 | Total 12th Biology | 0.25 | Biology Credit: | 1.5 |
| Organic Chemistry | 0.25 | Inorganic Chemistry Lab | 0.5 | Atomic Chemistry | 0.25 | Biochemistry | 0.5 | | |
| Total 9th Chemistry | 0.25 | Total 10th Chemistry | 0.5 | Total 11th Chemistry | 0.25 | Total 12th Chemistry | 0.5 | Chemistry Credit: | 1.5 |
| Geology | 0.25 | | | Astronomy | 0.25 | Ecology | 0.25 | | |
| Climatology | 0.25 | | | | | | | | |
| Total 9th Earth Science | 0.5 | | | Total 11th Earth Science | 0.25 | Total 12th Earth Science | 0.25 | Earth Science Credit: | 1 |
| Thermal Physics | 0.25 | Mechanics | 0.25 | Electromagnetism | 0.25 | Visual Physics | 0.25 | | |
| Total 9th Physics | 0.25 | Total 10th Physics | 0.25 | Total 11th Physics | 0.25 | Total 12th Physics | 0.25 | Physics Credit: | 1 |
| Math I | 1 | Math II | 1 | Math III | 1 | Calculus | 1 | | |
| Descriptive Geometry | 0.25 | Conics/Proof | 0.25 | Projective Geometry | 0.25 | | | | |
| Probability | 0.25 | Trig and Surveying | 0.25 | | | | | | |
| Total 9th Math | 1.5 | Total 10th Math | 1.5 | Total 11th Math | 1.25 | Total 12th Math | 1 | Math Credit: | 5.25 |
| Art Credit: | | | | | | | | | |
| 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | | Total Credit | |
| Fine Art | 0.5 | Fine Art | 0.5 | Fine Art | 0.5 | Fine Art | 0.5 | Fine Art Total | 2 |
| Cultural Arts and Crafts | 0.5 | Cultural Arts and Crafts | 0.5 | Cultural Arts and Crafts | 0.5 | Cultural Arts and Crafts | 0.5 | Arts and Crafts Total | 2 |
| Practical Arts | 0.5 | Practical Arts | 0.5 | Practical Arts | 0.5 | Practical Arts | 0.5 | Practical Arts Total | 2 |
| Total 9th Art | 1.5 | Total 10th Art | 1.5 | Total 11th Art | 1.5 | Total 12th Art | 1.5 | Art Total: | 6 |
| | | Drama | 0.25 | | | Drama | 0.25 | Drama Total | 0.5 |
| Music | 0.5 | Music | 0.5 | Music | 0.5 | Music | 0.5 | Music | 2 |
| Total 9th Performing Art | 0.5 | Total 10th Performing Art | 0.75 | Total 11th Performing Art | 0.5 | Total 12th Performing Art | 0.75 | Performing Arts Total: | 2.5 |
| Movement Credit: | | | | | | | | | |
| 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | | Total Credit | |
| Movement | 0.25 | Movement | 0.25 | Movement | 0.25 | Movement | 0.25 | Physical Education Total: | 1 |
| Foreign Language Credit: | | | | | | | | | |
| 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | | Total Credit | |
| Spanish | 1 | Spanish | 1 | Spanish | 1 | | | Foreign Language Total: | 3 |
| Electives Credit: | | | | | | | | | |
| 9th Grade | | 10th Grade | | 11th Grade | | 12th Grade | | Total Credit | |
| Elective | 0.45 | Elective | 0.45 | Elective | 0.45 | Elective | 0.45 | Electives Total: | 1.8 |
| Health, Wellness, and Sexuality Credit: | | | | | | | | | |
| 9th Grade: | | 10th Grade | | 11th Grade | | 12th Grade | | Total Credit | |
| Health | 0.15 | Health | 0.15 | Health | 0.15 | Health | 0.15 | Health Total: | 0.6 |
| 9th Grade Total: | 8.60 | 10th Grade Total: | 8.60 | 11th Grade Total: | 8.60 | 12th Grade Total: | 8.35 | Total High School Credit: | 34.15 |

** Seniors have College Guidance that confers no credit



COLLEGE PREP

- **EWS provides personalized college and career counseling in 11th and 12th grade**
- We support each student in identifying and applying to the program that is their best fit whether it's 4-year college, a conservatory, vocational programs or an apprenticeship
- Some students benefit from a planned gap year of work, travel, service, and experiential learning
- As a school, we offer the PSAT in 10th and 11th Grades in October
- 97% of our students matriculate to a 4-year college or university with many choosing science, math, humanities and art as their major.



COLLEGE PREP

Professors in various academic disciplines and in a wide range of colleges and universities note that Waldorf graduates have the ability to:

- integrate thinking
- to assimilate information as opposed to memorizing isolated facts
- are willing to take intellectual risks
- are leaders who take initiative

Teachers in Waldorf schools are dedicated to generating an inner enthusiasm for learning within every child.

This eliminates the need for competitive testing, academic placement, and rewards to motivate learning and **allows motivation to arise from within**. It helps engender the **capacity for joyful life-long learning**.

Waldorf graduates reflect a wide diversity of professions and occupations including medicine, law, science, engineering, computer technology, the arts, social science, government, and teaching at all levels.

<https://www.steiner.edu/into-the-world-how-waldorf-graduates-fare-after-high-school/>





RECENT COLLEGE ACCEPTANCES

Bates College

Bowdoin College

Brandeis University

Bryn Mawr College

Cornell University

Davidson College

Dartmouth College

Denison University

Drexel University

Duke University

Embry-Riddle Aeronautical Univ.

Emerson College

Elon University

Goucher College

Guilford College

Hampshire College

Haverford College

Ithaca College

Loyola University of Maryland

Muhlenberg College

Johns Hopkins University

New York University

Oberlin College

Occidental College

Oxford College of Emory Univ.

Pennsylvania State University

Rhode Island School of Design

Skidmore College

Tulane University

University of Kentucky

University of Mary Washington

University of North Carolina- Asheville

University of North Carolina- Chapel Hill

University of North Carolina- Charlotte

University of North Carolina-
Greensboro

University of Vermont

Ursinus College

Virginia Tech

Wake Forest University

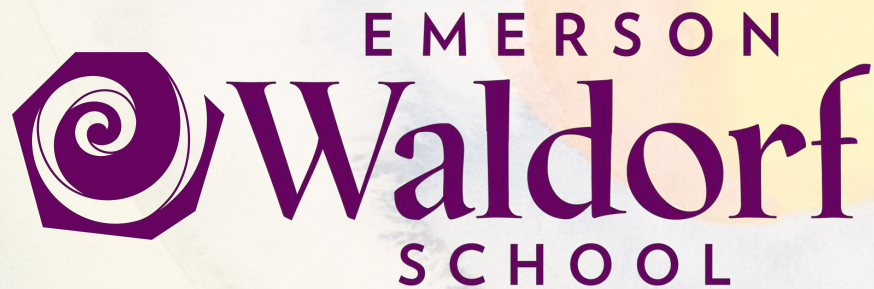
Wellesley College

Thank you for your interest in EWS!

Being personally acquainted with a number of Waldorf students, I can say that they come closer to realizing their own potential than practically anyone I know.

Joseph Weizenbaum, Professor Emeritus, MIT

FROM WONDER TO WISDOM



PRESCHOOL THROUGH GRADE 12

