



Washington Waldorf School



FROM EXPERIENTIAL LEARNING TO ADVANCED MATHEMATICAL THINKING

HOW?

Students progress from discovering mathematical ideas through hands-on experience and observation to understanding and applying those ideas abstractly. Through this process, students build a rigorous, meaningful, and contextualized understanding of mathematics.

Students engage physically, emotionally, and intellectually with content which strengthens understanding, concept retention, and the ability to apply learning. They further embody their learning by recording their thinking through observation, analysis, writing, and illustration.

WHAT AND WHEN?

See a detailed breakdown of our math curriculum on the other side of this page.



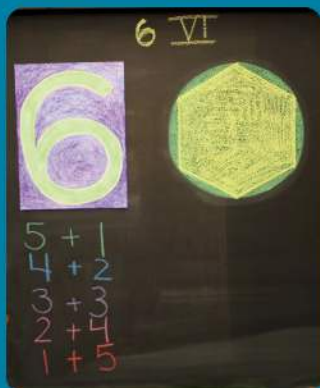
“ We don’t just learn how to do something, in Calculus we ask ‘why is this a thing’ it’s not just ‘this is how you do it.’ ”

-Daniel ('19)
When in Grade 12



SPOTLIGHT ON GEOMETRY

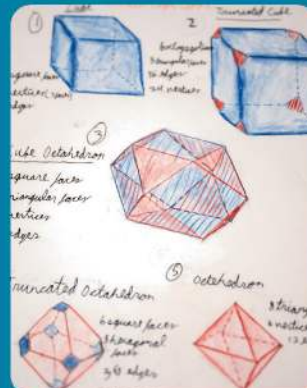
Geometry is a great example of the Waldorf “spiraling curriculum” where concepts are revisited in more complex ways through the stages of a student’s development. In the early grades, we teach math through direct experience - movement, drawing, stories, and puzzles, and by manipulating and counting objects. In middle and high school we move into more abstract thinking. In Grade 11 the study of non-Euclidean projective geometry calls for students to reject assumptions and to challenge conventional wisdom.



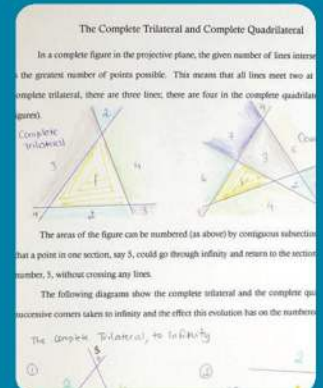
GRADE 1



GRADE 6



GRADE 8



GRADE 11

WWS MATHEMATICS CURRICULUM

