

SAINT CLARE SCHOOL

Strong Academics – Strong Values

**PRE-K
HANDBOOK**



EARLY-CHILDHOOD PROGRAM

2011-2012

Saint Clare School 
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WELCOME!

Dear Parents:

Welcome to Saint Clare School. The “precious moments” we will be spending with your children will be positive, safe and secure ones. Our excellent Early Childhood Program is designed especially with your child’s best interest in mind. We will be working as a team with you to make the first steps in education steady, successful, and encouraging.

We hope that this handbook provides most of the information you need. Please don’t hesitate to let us know what you think is missing –we always welcome constructive feedback!

Our Early-Childhood Program main goal is to create a foundation that will make your child’s years of learning ones to look forward to and welcome. Success starts now, and like everything else in life, we can only take one step at a time. So, together let’s walk hand and hand with our children and take that first step.

God Bless,


Sister Joseph Nelida, Principal

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Please be aware that the school principal reserves the right to amend this handbook for just cause. Parents will be promptly notified in writing.

PHILOSOPHY

The essence of Saint Clare School's philosophy is the acceptance of the total child as a unique individual with special talents and abilities. We accept responsibility as educators to enhance and nurture those traits. Our preschool program is one that provides an opportunity for young children to come together in a Catholic/Christian atmosphere. We strive to address the academic and cultural needs of all children and advocate our Catholic values of caring and respect among the members of the school community.

We believe that children learn best when they "teach themselves" and we recognize our role as facilitators in the learning process. We encourage the children to engage in hands-on exploration and discovery learning through interaction with each other, the teacher, and the environment.

Our main goal is to create a child-centered and age-appropriate environment by benefiting from the children's own natural inclination to learn through play. We believe that play is the way in which the children learn the skills necessary for later academic success.

Saint Clare School's Early Childhood Program is designed to ensure that each child is recognized as a unique individual created in God's image. As such, the Program acknowledges and values each child's personal pattern and timing of growth in relation to developmental goals. Pre-Kindergarten provides a milieu in which the children develop personal and social skills that promote the development of productive relationships, acquire ways to deal with conflict, develop personal responsibility and hold positive attitudes about themselves, the environment and their faith.

Finally, it is our firm belief that our responsibility is to make the first school experience a positive one; one that will lead to independence, fulfillment, and satisfaction throughout the child's lifetime. This can only be successful with the supportive and cooperative relationship with the parent or guardian, the primary educator of the child.

NON-DISCRIMINATION POLICY

Saint Clare School admits students of any race, color, national and ethnic origin and gives them access to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin in the administration of our educational and admission policies.

PRE-K SCHEDULE

Full Days:

Monday through Friday: 8:00 AM – 3:00 PM

Half Days:

Monday through Friday: 8:00 AM – 11:45 AM

POLICIES AND PROCEDURES

Bathroom Policy:

All children must be completely toilet trained. The child must be able to indicate verbally to an adult that he/she has a need and be able to perform the "need" independently. It is our policy that the children use the bathroom, as needed, throughout the day.

Personal Belongings:

Please do not allow your child to bring candy, gum, or money to school. Toys from home, unless specifically requested by the teacher, are to remain at home. These items create problems for other children and usually become lost or broken.

Arrival and Departure:

Please do not drop off your child earlier than his/her scheduled time unless registered for Morning Care. **No child may be dropped off and left unattended.** If your child is not going to be in the After-Care Program, please pick him/her up at the scheduled dismissal time. If your child is not picked up at this time, he/she will be put in the After-Care Program and charged a fee. The program runs until 5:30 PM. For information on the Morning Care and After Care programs, please visit the school's website.

If someone other than the parent/guardian will be picking up the child, his/her name must be recorded on the permission form that you fill out when you register. Parents must notify the school **immediately** of any changes. Children will not be released to anyone other than the parent/guardian unless we have this information on file.

Absence/Illness:

It is not imperative to contact the school in the event of your Pre-K child's absence. However, if a child is absent due to a lengthy (i.e., after three days) or serious illness a doctor's note stating that the child is well enough to return to school is required.

Children with a temperature, a heavy cold, a contagious rash, vomiting or diarrhea must be kept at home. If any of the aforementioned occur while the child is in school, a parent will be called to pick up that child as soon as possible. We need to be notified immediately if a child develops a contagious disease.

School Closings:

Parents will receive a monthly calendar of events. In addition, the calendar may be found on the school's website. Please take notice of when school begins, when it ends, and the various holidays when the school is closed so that you may plan accordingly.

Please remember that the school calendar is subject to change. Notices of changes and other important information will be sent home with the children or by mail.

Emergency Closings and the Honeywell Alert System:

Emergency closing of school due to bad weather or physical plant problems will be announced through the Honeywell Alert System. Please visit the school's website for more information. Families are responsible to update their contact information in the Alert System.

Special Events:

Birthdays may be celebrated in school during snack time. If your child wishes to bring in cupcakes, cookies, etc., please send in enough for the entire class and inquire about food allergies. Please make arrangements with the teacher in advance.

Clothing:

Your child is required to wear the school's gym uniform, so that he/she will have the freedom to participate in all activities. Children should wear sneakers to school. All outer garments (i.e., jackets, hats, boots, mittens, etc.) **must be labeled** with the child's name. The school will not assume responsibility for lost articles of clothing.

All children must have an extra complete set of clothing (including socks and underwear) at the school in case of an accident. These items should be sent to school in a *Ziploc* bag marked with the child's name. Each article must also be labeled. Please check your child's backpack periodically to be sure that this seasonal clothing is available to us if needed.

Book Bags/Folders:

Please send in a book bag or backpack (large enough to hold a folder) to school with your child daily, so that he/she is able to carry items back and forth to school easily. Make sure your child's name is clearly marked on the outside. The children will be given a folder on the first day of school. This folder **must be returned** to school each day for correspondence.

Food Allergies:

If a child is allergic to a particular food or beverage, the parent must make a statement in writing of the foods to be avoided. This information must be given to the teacher and included in the registration pack. A copy will also be given to the school nurse.

Medication:

No staff member is permitted to dispense medication.

Family Information:

All emergency cards and confidential forms must be completed before a child is admitted to the school. The people you name as emergency contacts must be able to pick up your child for any emergency. The school must be notified, immediately and in writing, of any change of address or home/cell/work phone number. As stated before, families are responsible to update their Honeywell Alert System contact information.

Conferences:

Parent/teacher conferences must be scheduled by appointment. All Pre-K children will receive a progress report twice a year.

Visitors:

With teacher approval, parent visits are welcome during school hours provided they are not disruptive to the good order of the program. Unfortunately, we cannot accommodate younger siblings, since they would be a distraction and a liability.

The Buckley Amendment:

Saint Clare School abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, the school will provide the non-custodial parent with access to the academic records and to other school-related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

REGISTRATION

A registration fee per child is payable at the time of initial enrollment to the program. The registration fee is non-refundable. Children must be 3 years old or 4 years old by October 1st of the incoming school year.

Admission Process:

1. Parents visit the pre-school with the child before applying.
2. The parents must:
 - . complete all registration forms
 - . pay the registration fee
 - . present a copy of the child's birth certificate
 - . have the child's doctor fill out the medical form (see **Immunizations** section)
 - . provide baptismal certificate (if child has been baptized)

Immunizations:

According to current state law, no student may be admitted to class unless his or her immunizations are up to date and on file in the nurse's office. This regulation applies to all students entering pre-school for the first time, all students entering Kindergarten, and all students transferring from out of state. There are no exceptions to this regulation. Immunization requirements along with a complete physical are required for registration. If you have any questions, please feel free to call the nurse's office during school hours at 973-777-7582.

DISCIPLINE

Guidelines for Positive Discipline:

Positive discipline is a process of teaching children how to behave appropriately. Positive discipline respects the rights of the individual child, the group, and the adult. Positive discipline is different from punishment. Positive discipline tells children what they should do and teaches self-esteem.

Process:

Proper behavior and class rules are emphasized on a regular basis. Parents should be fully aware of the expectations and work with the teacher as a "team".

When a behavioral problem occurs in the classroom, a "time to think" (3-4 minutes of sitting quietly away from the group) is given to the child, and appropriate behavior is discussed. The staff reminds the child of the rules and allows him/her to re-join the group.

Issues:

Regular behavioral problems are reported to the parent(s). We expect them to help correct the situation. If the problem persists, the teacher will request a conference with the parent(s) to develop a method of treatment. A written warning may be given to the parent at this time.

On the very rare occasions when the intervention processes stated above fail to correct the situation, a child *may* be removed from the program if

- . the child poses a threat to self, staff or other children
- . the child behaves in a manner that is difficult to manage in a large group
- . the child or his/her parent(s) uses abusive language or threatens other children or staff
- . the child or family continues to act against pre-school policies
- . the teacher's professional judgment is that the child can no longer function effectively in the program, and/or the program is adversely affected by the child's behavior

While it is the policy of the school to notify the parent(s) with a written warning letter when infractions of policies occur and to hold a conference to discuss the problem before a child is removed from the program, some extreme situations may occur that jeopardize the welfare of the children and/or staff. In such cases, the teacher reserves the right to dismiss a student immediately from the program.

PRE-K PROGRAM GOALS AND EXPECTATIONS*

Goals:

Our Program follows the Pre-K Curriculum Guidelines for the Diocese of Paterson. The Guidelines were developed out of the New Jersey Core Standards and represent the input of early Childhood Educators in our diocese. Our Program allows each child to develop emotionally, mentally and spiritually to his/her full potential, and we recognize that children learn best when they feel safe and sure.

Expectations:

We commit to the following expectations:

That at all grade levels **students:**

- . think critically, logically, analytically, and ethically
- . express ideas orally and in writing using correct terminology
- . apply techniques to real world situations, identifying and solving problems within the situation
- . integrate learning into their everyday lives
- . engage in learning activities, willingly take risks, and demonstrate confidence in their skills
- . use technology
- . recognize the importance of life-long learning

That all **teachers:**

- . apply a variety of strategies which reflect Catholic values and beliefs
- . use professional and instructional resources appropriate to the teaching/learning process
- . use technology and manipulatives as an integral part of instruction and assessment
- . use a variety of formal and informal assessments
- . provide varied learning situations such as small group, whole group, cooperative and peer leadership
- . collaborate with their colleagues to ensure the continuum of learning
- . use Arch/Diocesan curriculum guidelines
- . be skilled and/or certified in their discipline
- . participate in professional development
- . who serve as coordinators/department chairs hold regular scheduled curriculum meetings throughout the year to facilitate communication among teachers and analyze students' progress

CURRICULUM AND ASSESSMENT

Curriculum and Assessment:

Our Program emphasizes cognitive, language, social, emotional, and physical development. We offer a rich and comprehensive curriculum that covers creative arts, language literacy, mathematics, science and social studies concepts, religion, music appreciation, and physical education. Our curriculum and assessment follows best practices on how children develop and learn. We give individualized attention to meet each child's needs.

*Modified from Diocese of Paterson. "Pre-K Curriculum Guide."

[Http://www.patersondiocese.org/pdf/PreKCurriculumGuide.pdf](http://www.patersondiocese.org/pdf/PreKCurriculumGuide.pdf). Web. 1 Apr. 2011.

And the final words...

Parents,

To help your child enjoy the Pre-K experience,
he/she should

- get plenty of sleep,
- have a healthy breakfast,
- get up early, so he/she is not rushed,
- leave all toys at home,
- and, most importantly... your child should be ready to learn while having

FUN!!!

Diocese of Paterson

Pre K
Curriculum
Guide

Expectations and Strategies

SOCIAL/EMOTIONAL DEVELOPMENT

All children will:

OUTCOMES	ASSESSMENT	STRATEGIES
1. Develop self-confidence and self-esteem.	Student will separate easily from parent at arrival. Student will engage in play with other students.	All About Me unit. Always affirm child when correcting. Display family photographs and drawings. Build a sense of community with teachers, bus drivers, and other school personnel.
2. Develop relationships with peers through play, including conflict resolution skills and sensitivity to feelings, interests, and needs of others.	Student will cooperate in small groups. Student will show pleasure in having and being with friends.	Afford many opportunities to work in small groups. Help child learn to resolve own problems. Use mistakes as learning opportunities. Make friendship books. Discuss classroom and school rules. Help child learn to become self-disciplined, self-guided and self-directed.
3. Demonstrate affection and appropriate physical contact.	Student will demonstrate appropriate ways to give, share, and receive affection.	Role-playing and housekeeping opportunities. Match pictures of expressions with appropriate “feeling” name. Modeling behavior. Discuss variety of solutions to conflict. Talk about feelings as they relate to conflict.
4. Demonstrate positive behavior.	Student will demonstrate appropriate classroom behavior. Student will begin to show ways to prevent and solve personal conflict.	Reinforce positive behavior and try to resolve negative behavior.

5. Develop resilience to stressful situations.	Student will successfully transition from one activity to another. Student will share feelings either verbally or through artwork.	Talk about stressful situations (ex. death, September 11, things on News) rather than ignoring them. Engage in activities to release stress ex. water play, clay. Practice problem solving with other children.
6. Develop a beginning interest in self-help skills.	Student will demonstrate independence in carrying out responsibilities.	Encourage children to be responsible for small tasks. Teach zipping. Encourage use of bathroom on own.
7. Be able to express their feelings.	Student will be able to make choices. Student will feel comfortable sharing feelings and display empathy.	Talk about feelings. Play act situations. Act out storybooks, experimenting with different endings. Discuss how changes made them feel. Make choices. Explore with a wide variety of materials and activities ex. puppets, artwork.
8. Develop social skills that are appropriate to the age.	Student will cooperate and take turns. Student will articulate preferences and accept compromises.	Learn compromise, sharing, taking turns. Learn to predict reactions. Understanding and empathize with feelings of others.

CREATIVE ARTS

All children will:

OUTCOMES	ASSESSMENT	STRATEGIES
<p>1. Develop an appreciation for music and visual self-expression.</p>	<p>Student will perform dances and rhythmic activities. Student will demonstrate listening and viewing skills.</p>	<p>Provide CD or tape player and earphones and various CD's or tapes containing an array of different music styles. Ex. Folk, country, rap, rock, etc. Teach new songs, jingles, rhymes, and chants. Provide instruments for children's use. Provide materials for use in dancing such as scarf dancing, rhythm dancing Allow children to explore movement to music by swinging, sliding, twisting, bending, swaying, etc. Record children's voices while singing in a group or alone. Play songs that reflect the music of various cultures. Discuss beauty in child's artwork as his/her aesthetic sensitivity is heightened. Discuss color, shape, space, line, form, design, and effect as children notice various forms of art around the classroom. Visit institutions, puppet shows, etc. Draw while listening to music.</p>

<p>2. Be able to express themselves through dramatic play.</p>	<p>Student will engage in role-playing in various interest areas. Student will demonstrate dramatic play through storytelling and puppetry.</p>	<p>Provide children with an interest center that includes props and dress-up clothes for different kinds of work and play. Provide children with a home area emphasizing domestic play. Add appropriate materials when a new interest on the children's behalf is developing. Ex. Fire hose, boats, rain slickers, post office, etc. Enhance dramatic play through day trips in the community. Ex. bakery, farm. As children learn about what goes on in other places. Provide puppets for children to act out feelings. Create a "stage" as children perform stories, rhymes, etc. for an "audience".</p>
<p>3. Explore through their tactile and visual senses the use and application of art materials.</p>	<p>Student will talk about his/her artwork. Student will create an art project independently exploring various materials.</p>	<p>Provide a selection of art materials including paints, crayons, markers, and chalk. Encourage hands-on use of art materials. Allow for spontaneous expression through exploration and discovery. Provide children with the choice of displaying their work or taking it home. Emphasize the process, not the products of the art experience.</p>

HEALTH, SAFETY AND PHYSICAL EDUCATION

All children will:

OUTCOMES	ASSESSMENT	STRATEGIES
1. Develop appropriate hygiene and nutritional skills.	Student will demonstrate proper toileting. Student will be able to differentiate between healthy foods and junk food.	Partner with parents about nutrition and health topics. Adult modeling of proper hand washing. Cover your sneeze if you please! Picture of face and hand holding a tissue to catch sneeze. Point out nutritious snacks during snack time. Prepare healthy snacks for cooking projects.
2. Develop the ability to make personal decisions and appropriate choices during group play that promote cooperation and socialization skills.	Student will show respect for the needs of others. Student will share and take turns. Student will cooperate in group activities.	Cooperative or partner games, Ex. shadow play where leaders switch roles. Model friendly behavior. Rules of kindness, sharing, taking turns. Friendship bench or peace table to work out conflicts during play.
3. Identify potentially harmful objects, substances, and activities and respond appropriately.	Student will demonstrate proper behavior in a fire drill. Student will be able to recite full name, address and phone number. Student will develop knowledge of stranger awareness.	Recognize harmful substance and hazard symbols. Stop-Drop-and Roll—fire safety practice. Opportunities to practice name, address and phone number,. Use classroom phone book. Practice and role play dialing 911 Strategy of telling a grown-up about a dangerous situation or a frightening one. Knowledge of medicine to prevent or help illness. Discuss the concept of “too much”. Cigarette smoke “smells bad” and smoke makes it difficult to breathe.

<p>4. Develop coordination, balance and strength through gross motor activities.</p>	<p>Student will demonstrate progress toward mature forms of walking, running, and loco motor skills. Student will apply classroom, gym, and playground safety rules with teacher assistance.</p>	<p>Opportunities to walk, run, leap, jump, hop. Gross motor skills and games. Creative movement, ethnic dances. Provide manipulatives like beanbags, hoops, scarves, balls, and balloons.</p>
<p>5. Develop coordination in fine motor activities.</p>	<p>Student will demonstrate stages of emergent writing. Student will be able to complete simple puzzles. Student will use hands and fingers to act out finger plays. Student will demonstrate eye-hand coordination.</p>	<p>Finger plays. Folding and tearing paper. Playdough/clay. Puzzles. Writing center equipped with a variety of writing tools and papers. Painting at easel using tempera or watercolors. Use of scissors. Lacing and stringing beads. Buttoning, snapping, zipping. Writing name</p>

LANGUAGE ARTS LITERACY

All children will:

OUTCOMES	ASSESSMENT	STRATEGIES
1. Engage in active listening activities in a variety of situations.	Student will be able to follow oral directions. Student will retell a story.	Circle time discussion. Use music and games to follow directions. Story time—use flannel board, stories, Big Books, puppets and props to read or tell story.
2. Engage in activities that offer the opportunity to speak for a variety of purposes relating to real experiences and different audiences.	Student will be able to verbally complete an open-ended story or poem. Student will be able to ask appropriate questions to obtain information. Student will participate in singing, finger playing, chanting, reciting and retelling stories. Student will use language in dramatic play.	Use stories to encourage understanding, prediction. Show and tell or sharing time to encourage speech. Make an art or craft project related to a story.
3. Engage in activities that promote the acquisition of emergent reading skills.	Student will show interest and begin to understand relating letters/words to objects. Student will participate in round robin story. Student will develop awareness of print. Student will demonstrate reading-like behavior. Student will recognize books by cover.	Introduce alphabet letters one at a time, their initial sounds. Introduce word families; A for Apple, etc. Word Wall: Use words and pictures on wall to build vocabulary. Add words as they are discovered.
4. Engage in activities that promote the acquisition of emergent writing skills.	Student will attempt writing, holding crayon or large pencil, chalk. Student will tell a story through drawing. Student will demonstrate pretend writing during dramatic play.	Child draws a picture and tells a story about it. Child draws a picture of something he/she likes to do. Ex. play outside, help Mom cook, etc.

<p>5. Engage in activities that offer the opportunity to view, comprehend and use non-textual visual information.</p>	<p>Student will describe what is happening in a picture. Student will make up story based on pictures in a book, poster, etc. Student will relate and discuss stories after listening to stories on audiotapes and CD's. Student will participate in use of age appropriate interactive software, Student will recognize icons, environmental print.</p>	
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MATHEMATICS

All children will:

OUTCOMES	ASSESSMENT	STRATEGIES
1. Experience mathematical problem solving through hands-on activities.	Student will be able to put puzzles together. Student will create a pattern using manipulatives.	Estimation jar. Puzzles. Matching game using playing cards cut in half.
2. Communicate mathematically through emergent writing, spoken communication, manipulatives and visual forms of expression.	Student will respond to real-life situations in classroom dealing with numbers.	Create a pattern using manipulatives, Unifix cubes, strung beads. Explain how block structure is built.
3. Connect mathematical ideas to real-life situations.	Student will count in classroom. Student will count number of boys, number of girls, total number of children. Student will distribute materials in classroom using one-to-one correspondence.	Counting on fingers, finger plays. Rhymes. Buying and selling in classroom store. Patterns in clothing. Patterns in clapping rhythms.
4. Explore numeration.	Student will sing number songs. Student will demonstrate one-to-one correspondence through daily school routine. Student will demonstrate counting up and counting down.	Sing songs and number finger plays containing numerical information. Games with dice.
5. Develop knowledge of spatial sense and geometric shapes.	Student will sort by color, shape and size. Student will use pattern cards and match patterns using beads, Unifix cubes or pattern blocks. Student will classify objects by one or buy two attributes.	Building with blocks. Take a shape walk. Observe and explore shapes in nature. Form a circle when playing games. Sort objects by shape.
6. Develop measurement concepts.	Student will use standard and non-standard measuring tools. Student will participate in making a pictograph or bar graph for comparison.	Sand play. Use measuring cups and colored water in dramatic play. Cooking and baking. Comparing: heavy/light, long/short, tall/short,

		wide/narrow, etc. Use Unifix cubes to measure how big, how tall, how many.
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SCIENCE

All children will:

OUTCOMES	ASSESSMENT	STRATEGIES
1. Discover the five senses and their uses.	Student will use their five senses to learn about unfamiliar objects and events. Student will journal using pictures of what is observed on the fall or spring walk.	Explore the five senses. Fall and Spring walks. Taste and smell explorations and experiments. Visual games, ex. "I Spy". Listening centers, using tapes, CD's. Explore sounds, musical instruments, tapping containers filled with different amounts of water.
2. Make simple predictions of experimental outcomes.	Student will observe and communicate information with others.	Make predictions, ex. "If we mix red and yellow what do we get?" Solids and liquids, ice, snow and water experiments.
3. Explore living things.	Student will draw pictures or use sequence cards to describe the seed cycle, life cycle, etc.	Discuss the difference between living and non-living things. Observe and record growth of seeds. Measure growth with a stick marked as plant grows. Life cycles of caterpillar to butterfly. Classroom incubator—egg to chick. Baby pictures, growth and change.
4. Experiment with matter.	Student will describe difference between solids and liquids.	Solid and liquid experiments. Melting ice. Mixing cooking foods and drinks.
5. Discover the properties of magnets.	Student will find objects in classroom that are attracted by magnets.	Exploration of what a magnet picks up. What do they all have in common?

<p>6. Investigate the earth's properties.</p>	<p>Student will identify weather characteristics. Student will identify changes in seasons. Student will be able to match proper clothing to weather conditions.</p>	<p>Daily weather reporting. Graphing weather. Noticing season changes in the environment, ex. Leaves, spring buds, etc. Creation story. Land forms, soil, mountains, water, explore through books and stories. Make shadows using a light source. Make wind using a fan—observe how things move.</p>
<p>7. Explore the components of the solar system.</p>	<p>Student will identify sun, moon and stars. Student will describe difference between night and day.</p>	<p>Discuss the sun, moon and stars. Read stories for understanding. Night and day pictures. Creation stories.</p>
<p>8. Participate in the proper care of the environment.</p>	<p>Student will recycle and pick up litter in the classroom. Student will be a good helper at clean-up time. Student will take care of personal belongings and school property.</p>	<p>Encourage self-help skills, taking care of personal belongings. Reduce, reuse, and recycle in classroom art projects.</p>

SOCIAL STUDIES

All children will:

OUTCOMES	ASSESSMENT	STRATEGIES
1. Develop self-awareness and interpersonal relationship skills.	Student will complete self-portrait. Student will resolve conflicts and communicate emotions in socially acceptable ways. Student will practice appropriate independent and group behaviors. Student will establish and obey rules.	Create self-portrait using any medium: paint, crayons, chalk and any objects and scraps to allow for self-expression. Balloon Biography--Cut a balloon out of paper, ask child for likes and dislikes, use photos, height, hair color, etc. to include in balloon.
2. Develop an awareness of family and family traditions.	Student will identify family members. Student will discuss and participate in seasonal celebrations and holidays.	Role-play resolving conflicts, sharing, caring, how to be a good friend. Make self-portrait paper dolls using multicultural crayons/colors. Use for play.
3. Develop community and career awareness.	Student will recognize community workers. Student will discuss career goals.	Stories and games involving community workers. Role-playing careers, ex. Restaurant—waiter, chef. Incorporate kitchen center and play market. Use blocks for builders, trucks for drivers, firefighters, police officers, etc. Discuss family members’ careers. Invite community workers to visit class.
4. Develop an awareness of the economic process and consumerism.	Student will demonstrate buying and selling through role-play.	Use play money in market, restaurant, toll collectors for pretend bridges. Role-play customer and worker.
5. Explore their own and other cultures.	Student will participate in multi-cultural activities.	Photos from various sources of costumes, holiday celebrations and foods of the cultures and heritages of the children. Display a world map or globe, use stickers to point to the countries represented in the class. Read stories from other cultures. Sing songs in other languages. Learn folk dances of other cultures. Teach the alphabet and some common words in

		<p>sign language. Discuss uses it and why.</p>
<p>6. Develop an awareness of environmental issues.</p>	<p>Student will use recycling within the classroom. Student will show care and respect for the school environment.</p>	<p>Use 3 “R’s”—Reduce, Reuse, Recycle. Read stories about caring for the environment Ex. <u>Stone Soup</u> by Ann McGovern or <u>Don’t Pollute</u> by Jan and Stan Berenstain.</p>

WORLD LANGUAGES

All children will:

OUTCOMES	ASSESSMENT	STRATEGIES
1. Experience at least one language other than English.	Student will perform a song or poem in a language other than English.	Discuss different countries have different languages. Teach children songs in different languages, ex. “Frere Jacques” or “Uno, Dos, Tres Amigos”. Introduce sign language.
2. Participate in activities that initiate simple greetings and introductions in other languages.	Student will greet and say goodbye in language other than English.	Learn to say Hello and Goodbye in other languages. Try to use both languages children are familiar with at home and languages they have never heard.
3. Participate in cultural activities and celebrations to develop awareness of diverse cultures.	Student will participate in appropriate seasonal cultural activities and celebrations.	Celebrate diversity—invite guest of different nationalities (possibly parents or other relatives). Learn about Christmas in other countries. Have an International Day celebration or learn about a different country each month.

RELIGION

All children will:

OUTCOMES	ASSESSMENT	STRATEGIES
1. Begin to appreciate that God is loving and caring.	Student will draw a picture of God’s world.	Read Bible stories to children. Help children appreciate all of God’s creation. Prayer is talking to God.
2. Feel special and secure in God’s love.	Student will demonstrate good feelings about his/her growth and abilities.	Stress good feelings about growth and abilities. Discuss the value of loving and being loved by reading stories such as <u>The Little Engine that Could</u> , <u>The Velveteen Rabbit</u> , <u>Love You Forever</u> , etc.
3. Appreciate that he/she is part of God’s family.	Student will demonstrate ability to see himself/herself as a contributing member of the family. Student will demonstrate acceptance of all people as children of God.	Teach acceptance and diversity—God made us and loves us all. Display pictures of families of all races in a way that stresses God’s love for all. Make and decorate multi-cultural paper dolls holding hands around the world.
4. Develop a sense of respect and love for himself/herself and others.	Student will demonstrate the value of giving and doing for others.	Work on a Christian service project: making things for the elderly, collecting food and clothing for the needy, donating their used, but usable, toys to a hospital, etc. Doing things to help each other in the classroom without being asked. Pray for self and others. Display pictures, if possible, of people on your class’s prayer list.
5. Begin to understand the importance of his/her feelings and emotions.	Student will express regret for inappropriate words and actions. Student will demonstrate appreciation of God’s gift of laughter.	Read stories and discuss feelings. Stress that all feelings are acceptable—what the child does as a result of these feelings may be wrong, but the feeling is natural. Model appropriate behavior and words for forgiveness to help the children gain a truer

		understanding of “I’m sorry”. Laugh with the children!
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