



## Social Emotional Curriculum

SEL is a way of being. It is the way we hope all humans interact with each other and the world.

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## Reminders and Announcements

- School starts at 9:05 and ends at 3:40.
- Before School Care begins at 7:30, and Wake Up, Shake Up is from 8:30-8:55.
- On Wednesdays, dismissal is at 12:30, and after school program begins at 12:45.
- Please remember that an adult or designated older sibling must pick up your child from the classroom or from the outside blacktop.
- Please drop off your emergency kit as soon as possible.
- We rely on parent drivers. If you feel that you might drive this year, please fill out a Volunteer Driver Form and submit the necessary documents to Ms. Paula.



## Expectations and Goals for the Year

“Education breeds confidence. Confidence breeds hope. Hope breeds peace.”

-Confucius

This year, we hope to support your children to become independent, motivated learners that work to their highest potential. We strive to create a caring, safe, and cooperative learning environment that allows each child to develop academically and socially. We understand that each child is unique and our goal is to make sure every learner gets what they need.

As a school, we teachers work together to plan and tune our curriculum. We plan projects that integrate various content areas and allow us to teach skills like collaboration, problem solving, and leadership. We refer to the Common Core Standards for Language Arts and Math to ensure the students are learning concepts they will need to build on in future years.

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“Education is not preparation for life. Education is life itself.”

-John Dewey

## Expectations and Goals for the Year (continued)

To find out more about the Common Core State Standards, visit <http://www.cde.ca.gov/re/cc/ccsre/sourcesparents.asp>. In order to encourage deeper thinking in all our learners, our class also uses the Universal Theme, Depth and Complexity and Content Imperative Icons, which are tools from GATE strategies.

Your child’s academic progress and growth is measured in many different ways. Much of our learning is through discourse, and so teacher observations, conferences, and student reflection are at the heart of our work. We also use unit quizzes, end of project assessments and rubrics, as well as performance assessments such as exhibitions.

Your child will take the end of the year standardized assessment called the Smarter Balanced Test.

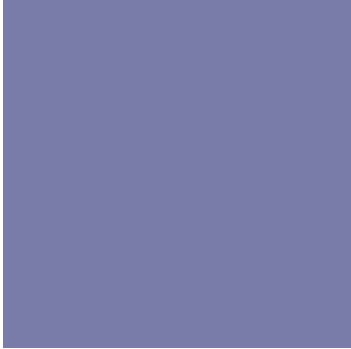
Throughout the year, your child will have the opportunity to work alone, in pairs, and in various groupings. These different groupings will enable your child to become a flexible learner, and will allow for rich learning to occur.



### Our Partnership

With Ms. Jones’ Gen Ed and BCLAD background and Mr. Carter’s Inclusion background, we feel we are a great team that will meet the needs of all our learners. Ms. Jones’ passion for project design and planning, as

well as her goal for all students to be fighters for of social justice will lead to some amazing work! Mr. Carter’s enthusiasm for teambuilding, thoughtful consideration of individual students, and his love of integrating music and play into learning will bring joy into all our learning!



## + Social Emotional Curriculum

Explorer believes in teaching a social emotional curriculum that helps build the classrooms and our school into a learning community where high social and academic goals are attained. The focus of the social curriculum is on establishing productive social and working relationships with others. The implementation of the social curriculum helps students develop social skills such as responsibility, empathy and cooperation. It also encourages children:

- ❖ To care about themselves through building positive self concepts
- ❖ To care about other people
- ❖ To respect and value diversity, including race, ethnicity, gender, sexual orientation
- ❖ To care about the world around them through teaching of real-world issues and through service learning projects

The social curriculum is not taught as a separate entity, but is a part of everything the child does within the school setting.

**Social Emotional Learning** is teaching a way of being. It involves how you see others, and how you communicate and relate to other people. In social emotional learning, we teach students to recognize feelings, to empathize, to care about others. We teach students to assume the best intentions, and we do the same as teachers. We teach students to look at different perspectives, to value other opinions and ideas, and to express their own opinions and ideas in clear ways. We teach students how to work with others, how to share materials and space, and how to solve problems that arise. We teach students how to show their very best selves and to take pride in the work they are doing. We teach them to do the right thing because it helps them or helps the community. When we leave the classroom, the way we interact with the world is still closely related to the way we practice SEL in the classroom. It's the way we hope all human beings think about and interact with each other and the world.

### **Project Based Learning**

provides the context in which this learning can occur. It places students in learning environments that are student centered and collaborative. It is assumed in

projects that students will try their best because they care about the work and they care about the community that is directly affected by the work (whether that is their audience or the group members they are collaborating with). If a student does not do his/her share of the work, they learn what this means for the rest of the group. They discuss and communicate openly. PBL provides opportunities for students to share opinions, to disagree, to share materials, and to problem solve when conflicts arise. PBL topics can be directly related to social emotional learning, particularly when we are trying to make positive changes in people's lives through a project (ex. valuing immigrant contributions, finding solutions for climate change or agricultural sustainability, empowering our community to be healthier). Basically, without PBL, we would be missing the context in which social emotional learning opportunities authentically arise.



“...[teacher language] rests on a deep and abiding faith in the goodness in children, a belief in their desire and ability to learn.”

-The Power of Our Words

# Academic Curriculum Overview

**Project Work** integrates reading, writing, research skills, and other content areas such as social studies and science. The focus is on building academic skills through the pursuit of big ideas about the real world.

**Math** is taught by interleaving different mathematical strands and skills using math stations. The focus is on building conceptual understanding through discourse. Students work through 3 different math stations a week, focusing on review/preview, analyze and reason, and perseverance. For more information on interleaving, read this: <http://www.scientificamerican.com/article/the-interleaving-effect-mixing-it-up-boosts-learning/>

**Independent Reading** takes place each day for 30 minutes. During this time, students select just-right books that push them to be better readers. Teachers use this time to do guided reading and reading conferences.

**Exploratory Classes** include Art, Science, and Active Education. We have classes 4 days a week in 6 week cycles. This means students have Art for 6 weeks, then Science for 6 weeks, etc.

**Library** is on Wednesdays. Students will be able to check out books as long as they do not have any overdue books.

**Buddies** is every other week with Ms. Fisher's 3<sup>rd</sup> grade students. We will build relationships as older mentors to our little buddies.

**Homework** generally consists of work that is not completed for the day. Students write in their daily planners and are in charge of remembering due dates. Homework is also on our class website. In addition, students should read daily and practice their math facts.



**Room 14 Daily Schedule Jones-Carter**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9:05-9:30	Morning Work/ Morning Meeting	9:10-10:10 Exploratory	Morning Work/ Morning Meeting	9:10-10:10 Music/ Independent Reading	Morning Work/ Morning Meeting
9:30-10:20	9:30-10:30 Exploratory	10:10-10:30 Morning Meeting	9:30-9:50 Spelling 9:50-10:10 Math Facts	10:10-10:30 Morning Meeting	9:30-10:30 Exploratory
10:20-11:20	10:30-11:20 Grammar Writing	10:30-11:20 Grammar Writing	10:20-11:20 Math Stations	10:30-11:20 Grammar Writing	10:30-11:20 Genius Hour
11:20-11:40	Recess	Recess	Recess	Recess	Recess
11:40-12:40	Math Lesson Intro Stations	Math Stations	11:40-12:10 Library  12:10-12:30 Get Ready Closing Meeting	Math Stations	Finish Stations/ Challenge Probs Exemplar Strategies Lesson
12:40-1:20	Lunch	Lunch	Lunch	Lunch	Lunch
1:20-2:20	1:20-1:35 Quiet Time 1:35-2:05 Independent Reading	1:20-1:35 Quiet Time 1:35-2:05 Independent Reading	Early Dismissal If parents want to pick up before 12:30, must sign out with Paula.	1:20-2:20 Exploratory	1:20-1:35 Quiet Time 1:35-2:05 Independent Reading/Buddies
2:20-3:20	2:05-3:20 Project Work	2:05-3:10 Project Work		2:20-3:20 Project Work	2:05-3:20 Project Work
3:20-3:40	Clean Up/ Closing Meeting	3:10-3:40 Clean and Organize Closing Meeting		Clean Up/ Closing Meeting	Clean Up/ Closing Meeting