



Country Day School

Early Childhood



Teaching & Learning at CDS

Early Childhood: Preparatory
2020 – 2021



Welcome to our Preparatory Teaching & Learning Overview!

We hope the pages that follow will provide you with a window on our CDS learning world that leaves you not just better informed about our curriculum, but inspired by the liveliness and sense of purpose that characterize our day-to-day activities and experiences in the Early Childhood House at CDS.

From year to year as they progress along the CDS learning continuum, we provide our students with opportunities and challenges designed to consolidate and extend their knowledge base, develop and refine their skills, and deepen their understanding of universal concepts. This overview outlines for you the learning expectations we have of our Preparatory (Prep) students, and also offers some insight into the ways in which these are brought to life across the school year.

Please do not hesitate to contact us should you wish to know more about our teaching and learning program in the Early Childhood House – we would be more than happy to answer any questions you may have.

Primary Vision Of Learning

•nurture



Through caring, strengthening, tending, guiding, supporting, scaffolding, encouraging; through paying attention to our students' Social Emotional Development: their identity, personhood, individuality and the qualities of integrity, sincerity, empathy

•empower



Through building capacity: extending knowledge, deepening understanding, refining skills, fostering dispositions; through examining and promoting self-knowledge, self-confidence and resilience; through framing decision-making and action-taking as the culmination of analysis, judgment, discernment

•inspire



Through being authentic learner role models, questioning and challenging assumptions and openly exhibiting a passion and enthusiasm for learning; through encouraging curiosity, creativity and innovation; through validating positive action and solution-oriented approaches; through ensuring learning is meaningful, relevant, engaging and challenging



**an inclusive community of learners
committed to nurturing the development of the whole
child through meaningful, playful inquiry**



The Early Childhood (EC) House at CDS is a hive of learning activity for children aged 2-6!

Our EC teaching and learning program is multi-dimensional: it incorporates the most effective approaches and practices, supported by recent research-based evidence, and encompasses well defined expectations and goals for our young learners in all areas of their development. In the EC, our students and teachers create a warm, safe atmosphere that truly exudes the joys of learning!

The Learning Climate

- In order for learning to truly germinate and thrive in a school, it requires conditions that, collectively and consistently, accommodate the interests and needs of our young learners. The qualities of encouragement, openness, and inspiration characterize the EC learning climate and are evident in:
 - the ways in which we communicate and interact
 - the scenarios we create to stimulate and sustain interest, and
 - the lines of inquiry we project for our students so that they're able to build incrementally on what they already know and understand.

Play - a Vehicle for Learning

Play is the natural, default *modus operandi* of young learners, and, as educators, we embrace the potential this holds for them to construct and develop meaning. Play opens up myriad learning avenues to our very young students, and allows them to experience:

- enjoyment - happiness isn't just a way to travel, it's a way to learn!
- the power and wonder of their own imagination
- engagement - with people, materials, ideas, or their environment
- the structure of processes/step-by-step actions
- creativity and expression
- relationship-building and conflict resolution
- curiosity and the drive to know/understand more
- agency and choice
- resilience and concentration



Inquiry

We favor an authentic inquiry-driven approach to curriculum in the EC which does not simply embrace the inquiry cycle as a means of exploring ideas, but rather positions the student as an **inquirer** - a finder-outer, an explorer, an investigator.

We do not limit inquiry to specific projects, but instead open it up so that inquiry becomes a way of *being* in all areas of the curriculum – a stance from which our students are able to view, and wonder about, the world and how it works. True inquiry learning nurtures and encourages our students in their curiosity and wonderings, in their ‘what-if’ and ‘why’ questions. It not only intensifies their eagerness and motivation to know and understand more, but, with practice and experience, becomes a natural part of their approach to learning.



Concept-based Learning

Through exploring key concepts, our students have the opportunity to capitalize on their inquisitiveness to strengthen their thinking skills and build understandings. Key concepts are those basic universal ideas and questions that underpin our thinking within and across disciplines, for example, the idea of *function* – how something works the way it does; or *change* – why things change and how; or *connection* – how one thing relates to or impacts another. Examining what we’re learning about, from a range of conceptual perspectives, adds an extra dimension to our students’ learning.

Concept-based learning and inquiry, paired with exploratory play experiences, are a winning combination in helping and enabling our young learners to make sense of their world.



Social-Emotional Learning (SEL)

Social-emotional development revolves around children's experiences, the expression and management of their emotions, and their ability to establish positive and rewarding relationships with others. As they progress through the EC years, our students learn about their own feelings and emotions, as well as the emotions of others, and work to build effective strategies to communicate these in positive ways. As they mature, children's emotional lives become more complex as new and different situations present themselves. We are committed to ensuring that each of our students is as well-equipped as they can be in meeting the challenges that their new maturity brings.

Our sense of self, purpose, and wellbeing is intricately connected with our learning success. When students are socially and self-aware, and possess effective self-management skills, their attitudes to learning are more likely to be positive and resilient. Likewise, their relationships with teachers and fellow-learners are more likely to be cooperative and empathic, while their understanding of the world and how it works becomes more comprehensive and well-rounded.



Curriculum Design & Learning Expectations

In Prep, our learning program is built around US Standards for Mathematics, English Language Arts (ELA), Science, and Social Studies, as well as normed age-based expectations for physical, social-emotional, and cognitive development. Our selected standards provide the basic underlying structure of our program and articulate robustly with the learning ahead in Grade 1.

English Language Arts (ELA)

reading & writing, speaking & listening, viewing & presenting

Our whole school approach to language learning embraces the premise that every teacher is a language teacher and that there are opportunities to be seized upon, and contributions to be made, in building our students' appreciation of, and facility with, language in all discipline areas.

In the EC we have adopted the Balanced Literacy approach to ELA, and the Readers' and Writers' Workshop model is the mainstay of our program. The model encompasses the idea that our students are not just learning how to read and write but that they are readers and writers in their own right, developing their craft, honing their skills, and ultimately being the best readers and writers they can be.

Workshop accommodates a range of components: extended periods of independent reading and writing time in which our young learners are able to focus their efforts on creating meaningful pieces of work; mini-lesson briefings on particular elements of reading and writing that they can use and develop in their work; paired and group tasks as well as individualized assignments; regular, ongoing feedback from teachers and peers to help each writer and reader improve on their drafts and responses; and student choice in what they read and write.

The teaching and learning of language conventions are for the most part embedded in workshop sessions. However, the flexibility of our program allows for discrete grammar/punctuation lessons as necessary. In working to develop our students' spelling skills, we choose from a wide repertoire of strategies and resources, ranging from issuing set spelling/vocabulary lists to having our students generate their own personal lists.

At CDS, the central aim of our handwriting program is to ensure that our students are able to write legibly, fluently, and comfortably. While students learn to recognize read in both print and cursive, handwriting instruction focuses on cursive writing. We use a variety of developmentally appropriate resources to support our students' development of clear, efficient writing.



Mathematics

number & operations in base ten, counting and cardinality, operations & algebraic thinking, measurement & data, geometry

In the area of Mathematics, our students explore concepts and develop skills derived from the US Common Core Standards.



We use a wide range of resources at CDS in order to drive math learning in the classroom: video clips and songs; loose parts and found objects; digital games/programs that students complete on iPads; problem sets; manipulatives; activity sheets; books and texts; problem-solving scenarios and simulations; board games; measuring tools - rulers, tapes, scales, etc. Students take part in individual, paired, small group and whole-class activities depending on the learning aims of the day; they also work independently, with each other, and with the teacher. Varied grouping strategies, with varying levels of support, ensure that our students are able to enjoy a wide range of different learning experiences.

Understanding how mathematical operations work is fundamental in helping our students grapple with more complex problems and ideas later in their math learning life. We encourage our students to adopt a can-do attitude, and to practice and/or try again repeatedly when working to master skills and concepts. Math fluency is also important: being able to recall basic number facts quickly and accurately empowers our students to follow their train of thought more fluidly from one idea or solution to the next.





Interdisciplinary Learning in the EC

Units of learning that meaningfully incorporate expectations across disciplines, foster in our students a deeper appreciation of the ways in which their learning is interconnected. Over the course of the school year, students engage in a wide range of learning experiences centered on common themes.

Here is our interdisciplinary learning matrix, for our Prep learners:

Grade Level	INTERDISCIPLINARY UNITS			
Prep	Unit Title: Culture Brings Us Together	Unit Title: Forces & Motion	Unit Title: Weather	Unit Title: Our Impact on the Environment
	Enduring Understanding: <i>Appreciating our cultural similarities and differences can help us build positive relationships with each other.</i>	Enduring Understanding: <i>People cause movement with pushes and pulls.</i>	Enduring Understanding: <i>Weather can be measured and predicted.</i>	Enduring Understanding: <i>Our actions impact the environment.</i>
	Essential Questions: <ul style="list-style-type: none"> ● <i>What is culture?</i> ● <i>What are the elements of culture?</i> ● <i>How are people's cultures similar and different?</i> ● <i>How can we show that we respect and understand each other?</i> 	Essential Questions: <ul style="list-style-type: none"> ● <i>What is a force?</i> ● <i>How are the forces of pushing and pulling the same? How are they different?</i> ● <i>What makes things move?</i> ● <i>How do people use pushing and pulling forces?</i> 	Essential Questions: <ul style="list-style-type: none"> ● <i>What is weather?</i> ● <i>What kind of patterns can we see/observe in weather?</i> ● <i>How and why do we measure weather?</i> ● <i>How does weather influence our lives?</i> 	Essential Questions: <ul style="list-style-type: none"> ● <i>What is the environment?</i> ● <i>What are natural resources?</i> ● <i>How do people use natural resources?</i> ● <i>How do human actions impact on both the natural and the man-made environment?</i>
Related Concepts: <i>connection; identity; culture; relationships</i>	Related Concepts: <i>forces, movement; interaction; application; invention</i>	Related Concepts: <i>measurement; patterns; prediction; adaptation</i>	Related Concepts: <i>interdependence; causation; resources; sustainability; responsibility</i>	



Prep: Learning Overview for the First Quarter

2020-21

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 1, the Prep students:</p> <ul style="list-style-type: none"> ● sort and classify objects according to common criteria ● compare quantities of objects in different groups by counting ● count sets of up to 10 objects in linear, circular, and scattered configurations and match to numerals ● develop an understanding of the concept of zero ● subitize or recognize embedded groups of numbers (e.g. instantly recognizing a set of dots on a die as a quantity of 5) ● gain a stronger appreciation of the relationship between numbers, quantities, and cardinality ● consolidate their understanding of the fact that each successive number counted indicates a larger quantity ● compose, decompose, and represent numbers up to 10 with written numerals, materials, drawings, 5-frames, and expressions ● act out story problems to determine unknown quantities ● count forward, from any number, using the correct number names ● arrange, analyze, and draw sequences of quantities of 1 more and 1 less ● name, describe, and classify a range of shapes, regardless of their orientation or size ● use positional vocabulary to describe the location of objects ● identify and sort shapes as two-dimensional or three-dimensional
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 1, the Prep students:</p> <ul style="list-style-type: none"> ● familiarize themselves with the organizational routines that help Writers Workshop run smoothly and effectively. ● work to create their own personal narrative stories through a combination of drawing, dictating, and writing ● describe events in their retelling and writing, together with their reactions to what happened ● spell simple words phonetically, matching sounds and letters appropriately ● print in upper- and lower-case letters ● become familiar with different kinds of text, like stories and poems, and learn how to recognize them ● develop a deeper understanding of the ways in which illustrations support our understanding of the text
<p style="text-align: center;">Interdisciplinary Unit CULTURE BRINGS US TOGETHER</p>	<p>In Quarter 1, the Prep students:</p> <ul style="list-style-type: none"> ● investigate the different elements of culture e.g. language, dress, food, beliefs, art ● discover that cultural elements across cultures can be similar and different ● explore similarities between themselves and others ● understand that the characteristics people have can be similar and different from person to person ● consider some of the ways in which knowing more about cultural similarities and differences can help us build strong, fair, positive relationships with each other

	<ul style="list-style-type: none"> • explore the concepts of <i>connection, identity, culture, and relationships</i>
Social-Emotional Skills	<p>In Quarter 1, the Prep students work to:</p> <ul style="list-style-type: none"> • control strong emotions in an appropriate manner • try new things without reservation • manage classroom rules and transitions with occasional reminders • sustain work on age-appropriate, interesting tasks; ignore most distractions and interruptions • take responsibility for their personal belongings and develop age-appropriate organizational skills • follow simple rules • engage with trusted adults as resources and to share mutual interests
Motor Skills	<p>In Quarter 1, the Prep students work to:</p> <ul style="list-style-type: none"> • establish left- or right-hand dominance • use small, precise finger and hand movements (e.g. to string small beads, build with small plastic building blocks, or cut food) • use correct scissors grip • cut out simple pictures and shapes, using the other hand to move their paper • hold drawing and writing tools by using a three-point finger grip (but may hold the instrument too close to one end)





Prep: Learning Overview for the Second Quarter

2020-21

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 2, the Prep students:</p> <ul style="list-style-type: none"> ● explore the concepts of length, weight, and capacity ● compare the length, weight, and capacity of objects using longer than/shorter than, heavier than/lighter than, more than/less than ● compare quantities using mathematical language, such as <i>the same as, more, less, and fewer</i> ● compare groups of objects using matching and counting strategies ● use sets of objects to informally measure and compare the area of a space ● count and create sets up to 20 ● use balance scales to investigate conservation of weight and to compare weight ● explore conservation of volume by pouring ● investigate real-world application of measurement through hands-on activities, such as creating clay or dough balls of equal weight for a sculpture ● describe measurable attributes of objects
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 2, the Prep students:</p> <ul style="list-style-type: none"> ● use ‘ask and answer’ strategies to find out more about the texts they are reading ● explore the roles authors and illustrators play in telling a story ● purposefully engage in group reading activities ● ask and answer questions about the main topic and key details in different texts ● identify basic similarities and differences between two texts on the same topic ● work to compose informational/explanatory text ● gather information and add details to strengthen their writing pieces ● use question words and capitalization correctly in their sentence constructions ● develop their spelling of simple words using their knowledge of letter-sound relationships ● explore word relationships and nuances ● explore opposites to better understand particular verbs and adjectives ● recall, retell and answer questions about their own experiences ● express their thoughts and feelings clearly and confidently
<p style="text-align: center;">Interdisciplinary Unit WEATHER</p>	<p>In Quarter 2, the Prep students:</p> <ul style="list-style-type: none"> ● inquire into weather patterns and predictions ● find out about different weather conditions ● share and record weather observations ● explore different ways of measuring weather ● identify patterns in weather conditions across different regions of the world ● research and explain some of the ways in which people adapt to specific weather conditions ● research how weather forecasts help people organize their lives and prepare for or respond to severe weather

<p>Social-Emotional Skills</p>	<p>In Quarter 2, the Prep students work to:</p> <ul style="list-style-type: none"> ● control strong emotions in an appropriate manner ● identify basic emotional reactions of others and their causes accurately ● try new things without reservation ● manage classroom rules and transitions with occasional reminders ● apply basic rules in new but similar situations ● sustain work on age-appropriate, interesting tasks; ignore most distractions and interruptions ● take responsibility for personal belongings and develop age-appropriate organizational skills ● take turns and share more easily ● engage in solo play, as well as cooperative play with peers ● initiate, join in, and sustains positive interactions with a small group of two to three children ● play simple games with rules ● follow simple rules ● suggest solutions to social problems ● establish a special friendship with one other child, possibly only for a short while ● begin to take different perspectives ● show empathy and care for others ● engage with trusted adults as resources and to share mutual interests
<p>Motor Skills</p>	<p>In Quarter 2, the Prep students work to:</p> <ul style="list-style-type: none"> ● establish left- or right-hand dominance ● learn to tie shoes ● use small, precise finger and hand movements (e.g. to string small beads, build with small plastic building blocks, or cut food) ● use correct scissors grip ● cut out simple pictures and shapes, using the other hand to move their paper ● hold drawing and writing tools by using a three-point finger grip (but may hold the instrument too close to one end)





Prep: Learning Overview for the Third Quarter

2020-21

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 3, the Prep students:</p> <ul style="list-style-type: none"> ● investigate the relationship between parts and whole ● represent composition and decomposition of sets up to 10 using actions, number bonds, arrays, and objects ● use drawings with numeric number bonds to represent composition and decomposition story situations ● add and subtract within 10 by using objects, drawings, stories, and simple equations to represent the problem ● use 5-frames to represent the 5 + n pattern to with quantities to 10 ● write numbers 0 – 10 and represent sets to 10 as a numeral ● solve put-together and take-from equations using numbers to 10 ● represent subtraction through multiple strategies, including by breaking off, crossing out, and hiding apart ● explore patterns within addition, such as 1 more and 1 less ● build fluency in counting and creating sets up to 30 ● add and subtract fluently, with speed and accuracy, within 5
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 3, the Prep students:</p> <ul style="list-style-type: none"> ● actively engage in group reading activities with purpose and understanding ● identify, and ask and answer questions about, key details in a text ● identify similarities and differences in two texts on the same topic ● blend and segment onsets and rimes of single-syllable spoken words ● use drawing, dictating, and writing to compose informative/explanatory text, naming their topic and supplying information about that topic ● collaborate with peers on their writing and add details to strengthen their work ● gather information from provided sources to answer a question ● identify key details in text/information presented orally, and ask and answer questions about those key details ● learn to capitalize the first word in a sentence and the pronoun ‘I’ ● apply knowledge of sound-letter relationships to spell simple words phonetically ● relate frequently occurring verbs and adjectives to their opposites/antonyms
<p style="text-align: center;">Interdisciplinary Unit FORCES & MOTION</p>	<p>In Quarter 3, the Prep students:</p> <ul style="list-style-type: none"> ● inquire into the impact of different forces - pushes and pulls - on objects ● explore some of the ways in which pushes and pulls are similar and different ● conduct a range of investigations and experiments ● investigate the strengths and directions of forces ● conclude that bigger pushes/pulls make things go farther and faster ● determine the effectiveness of their design solutions in changing the speed/direction of an object with a push/pull



	<ul style="list-style-type: none"> discover that when objects collide or touch, they push on each other and change motion
<p>Social-Emotional Skills</p>	<p>In Quarter 3, the Prep students work to:</p> <ul style="list-style-type: none"> control strong emotions in an appropriate manner recognize that other’s feelings about a situation might be different from their own try new things without reservation apply basic rules in new but similar situations sustain attention to tasks or projects over time (days to weeks); return to activities after interruptions take responsibility for personal belongings and develop age-appropriate organizational skills take turns and share more easily interact cooperatively in groups of four or five children play simple games with rules make simple rules resolve social problems through basic negotiation and compromise maintain friendships for several months or more; form friendships around similar play interests begin to take different perspectives show empathy and care for others engage with trusted adults as resources and to share mutual interests
<p>Motor Skills</p>	<p>In Quarter 3, the Prep students work to:</p> <ul style="list-style-type: none"> learn to tie shoes use small, precise finger and hand movements (e.g. to string small beads, build with small plastic building blocks, or cut food) use correct scissors grip cut out simple pictures and shapes, using the other hand to move their paper use three-point finger grip and efficient hand placement when writing and drawing





Prep: Learning Overview for the Fourth Quarter

2020-21

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 4, the Prep students:</p> <ul style="list-style-type: none"> ● engage in a range of activities involving the composing and decomposing of numbers 11 – 19 in terms of tens and ones ● count forward to 100, across 10s and 1s, using the <i>Say Ten Way</i>, pictures, models, and objects ● show, write, and count to answer “how many?” questions up to 20 ● model and write teen numbers (11-19) as number bonds and numerals ● build and use Rekenreks to compose, and decompose sets to 20 ● create increasing-by-1 and decreasing-by-1 patterns using manipulatives and drawings ● use attributes to analyze 2-dimensional and 3-dimensional shapes in the real world ● identify 2-dimensional shapes as <i>flat</i> and 3-dimensional shapes as <i>solid</i>; describe similarities and differences between the two ● compose and decompose flat shapes into solids or more flat shapes ● use ordinal numbers to explain directions for composing solid shapes from flat shapes ● use ordinal numbers to describe the relative position of shapes
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 4, the Prep students:</p> <ul style="list-style-type: none"> ● identify the names of a book’s author and illustrator, and describe what authors and illustrators do ● understand and follow the events of a story ● compare and contrast different story elements ● learn that adventure stories comprise a series of events ● retell information from a text using key details, and connecting individuals and events ● develop an understanding of how writers share what they think, using details to help make/reinforce a point ● recognize and produce rhyming words ● use syllabification to break words down into sounds ● produce sounds that correspond to a given letter ● distinguish the difference between long and short vowel sounds ● develop a deeper understanding of how punctuation helps comprehension ● use constructive feedback to improve their writing ● demonstrate an understanding of opposites by listing word pairs
<p style="text-align: center;">Interdisciplinary Studies OUR IMPACT ON THE ENVIRONMENT</p>	<p>In Quarter 4, the Prep students:</p> <ul style="list-style-type: none"> ● identify some of the ways in which humans use the land, water, air, and other living things ● investigate different ways to reduce our use of land, water, air, and other living things ● identify human needs and human wants, and explain the difference between them ● share solutions that individuals and the community can implement to reduce our negative impact on the environment

	<ul style="list-style-type: none"> Identify and explain some of the ways in which humans use environmental resources to meet basic needs and wants
<p>Social-Emotional Skills</p>	<p>In Quarter 4, the Prep students work to:</p> <ul style="list-style-type: none"> control strong emotions in an appropriate manner recognize that other’s feelings about a situation might be different from their own try new things without reservation understand and explain the reasons for rules selectively focus attention based on task difficulty and shifts attention toward the teacher’s goal; demonstrate concentrated effort take responsibility for personal belongings and develop age-appropriate organizational skills take turns and shares more easily interact cooperatively in groups of four or five children play simple games with rules make simple rules resolves social problems through basic negotiation and compromise maintain friendships for several months or more; form friendships around similar play interests begin to take different perspectives show empathy and care for others engage with trusted adults as resources and to share mutual interests
<p>Motor Skills</p>	<p>In Quarter 4, the Prep students work to:</p> <ul style="list-style-type: none"> learn to tie shoes use small, precise finger and hand movements (e.g. to string small beads, build with small plastic building blocks, or cut food) use correct scissors grip cut out simple pictures and shapes, using the other hand to move their paper use three-point finger grip and efficient hand placement when writing and drawing



Additional Areas of Learning

The entire learning complement for a student in Prep also comprises weekly scheduled classes for Spanish (5), Music (2), PE (2), and Social-Emotional Learning (1). The Prep Choir is an elective course offered twice weekly to interested children. In addition to acquiring and developing skills and dispositions specific to each of these particular areas, the students also have a range of opportunities to explore the focal concepts of their Interdisciplinary Units through different learning lenses.

- **Spanish**

Spanish, the language of our host country and the mother tongue of over 60% of our student population, is our ‘additional language’ choice in the Early Childhood House. In Prep our students enjoy a balanced range of learning experiences aimed at developing their interpersonal communication, their presentational speaking and writing, and their interpretive listening.

- **Music**

Through listening to and producing their own musical sounds, our Prep students are able to better understand the expressive qualities of different musical elements. Our young musicians are given a wide range of opportunities to experiment and work with different instruments and techniques, as well as perform.

- **Physical Education (PE)**

PE classes in the Early Childhood House are designed to encompass and address all areas of our students’ physical development. Across the school year, the activities our Prep students participate in are varied and balanced and provide them with the opportunities they need in order to develop their determination, strength, coordination, and collaborative skills.

- **Social-Emotional Learning (SEL)**

Over the course of the school year, our young learners in Prep explore SEL themes in a variety of ways. Facilitated by our Early Childhood Counselor, weekly social-emotional classes support children in developing skills needed to express and regulate their emotions in appropriate ways. Prep children explore their feelings and relationships through interactive stories, modeling, role play, guided discussions, and hands-on activities.



In addition to weekly classes, our young learners participate in monthly presentations to explore topics such as diversity, kindness, inclusiveness, and global citizenship. These concepts are reinforced through read-aloud, conversations, and activities with their classroom teachers throughout the month.

Each school day, the children take part in meeting/circle times with their homeroom teachers. These moments are precious and provide regular opportunities for the children to share thoughts, feelings, and experiences: at the beginning of the school year, they share ideas for their class agreements; as the year gets underway, they talk about their day - the lows, the highs, the reasons why; they showcase special news they may have for their teachers and friends; and they discuss themes and topics from SEL classes or monthly presentations in relation to their own experiences.

Social and emotional learning is further supported by implementation of Conscious Discipline strategies and approaches, as well as our promotion of The Panther Way: respect for self, others, and the environment.

