

**My work on Alternative Education Summer 2020**

**An ELEMENTARY School  
ALTERNATIVE EDUCATION PROGRAMMING  
For more information**

[Mission, Characteristics, Goals, Descriptions, Benefits and Standards](#)

*Alternative education at Village Elementary mission:*

- to maximize student's opportunities to develop self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and the joy of learning.
- recognizes that the best learning takes place when the student learns because of a desire to learn
- Maintains a learning environment that maximizes the student's self-motivation and
- encourages the student in his/her own time to follow his/her own interests, which may be conceived independently or result from teacher presentations of choices of learning projects;
- maximizing continuous, permanent opportunities for teachers, parents, and students to cooperatively develop the learning process and its subject matter
- maximizing the opportunity for students, teachers, and parents to continuously react to the changing world, including but not limited to the community where the school is located.

<b>Student Characteristics</b>	<b>Meeting Students Needs by Identifying their strengths</b>	<b>What Alternative Education at Village Elementary looks like.</b>	<b>Village Alternative Education Programming Goals</b>
<p>Students who are disengaged from the common expectations of a school program.</p> <p>Challenges with</p> <ul style="list-style-type: none"> <li>● attendance</li> <li>● behaviors</li> <li>● academic performance</li> <li>● relationships with adults and/or peers</li> <li>● motivation</li> </ul>	<p>Students become part of a learning community that focuses on the skills necessary for success “in the real world” through learning traditional academic content differently.</p> <p>This may often take us out of the school and into the community on academic field trips, to perform school community service, or to participate in outdoor education.</p>	<ul style="list-style-type: none"> <li>● Multi-age learning groups</li> <li>● Kindergarten to 5th Grade</li> <li>● Collaboration with administration, parents, general education teachers, resource and support staff</li> <li>● Direct “Life Skills” and “Conflict Resolution” Instruction</li> <li>● Interdisciplinary, experiential, and service-based programming</li> <li>● Individualized learning and behavior plans</li> <li>● Project based learning to show</li> </ul>	<ul style="list-style-type: none"> <li>● To meet student’s challenges, by offering the opportunity to become part of a learning community that focuses on the skills necessary for success “in the real world” while learning traditional academic subjects through PBL.</li> <li>● To provide students academic assistance so that they may meet and possibly exceed academic proficiency</li> <li>● Model for students how to work within groups to meet one common goal (i.e. newspaper, community art project (etc.)</li> <li>● Assist students with communication gaps</li> <li>● Building relationships with peers and adults</li> </ul>

		<p>academic proficiency through general education curriculum to meet learning targets and state educational standards</p> <ul style="list-style-type: none"> <li>• Flexible scheduling (not everyday will be same because not every child is the same)</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling respect of self and others</li> <li>• Building on student's strengths and talents</li> <li>• All classes will be tied to a Google Classroom where all assignments, projects etc.. can be shared</li> </ul>
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RTI Referral Process Steps	<h2 style="text-align: center;">An Elementary School's Alternative Education Programming</h2> <p style="text-align: center;">Please review and complete the steps.</p>	RTI Referral Process Completed dates:
#1	Teacher sends a Referral to Instructional Strategist and Social Worker (RTI Meeting)	
#2	The SEL Services Team reviews student profiles and considers the needs.	
#3	Schedule a Student Survey with Alt Ed Educator	
#4	<p>Parent APPROVAL initiated and received by general education teacher communication (email/phone). Approval is sent to Mrs. Baker</p> <p><b>Statement Reminder:</b> "Enrollment in the Village Elementary School's Alternative Education Programming at any level and at any time of a student's educational learning experience is an opportunity to attain success in academic and personal growth."</p>	
#5	Social Worker is given the final list and students attend the alternative education classroom.	
#6	Parent(s), Teachers, and students support the decision to participate in the programming	

# **AN ELEMENTARY SCHOOL ALTERNATIVE EDUCATION PROGRAMMING**

*Mission, Characteristics, Goals, Descriptions, Benefits and Standards*

## **Alternative education mission:**

- to maximize student's opportunities to develop self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and the joy of learning.
- recognizes that the best learning takes place when the student learns because of a desire to learn
- Maintains a learning environment that maximizes the student's self-motivation and
- encourages the student in his/her own time to follow his/her own interests, which may be conceived independently or result from teacher presentations of choices of learning projects;
- maximizing continuous, permanent opportunities for teachers, parents, and students to
- cooperatively develop the learning process and its subject matter
- maximizing the opportunity for students, teachers, and parents to continuously react to the changing world, including but not limited to the community where the school is located.

## **Characteristics**

- Students who are **disengaged** from the common expectations of a school program.
- **Challenges** with
  - **attendance**
  - **behaviors**
  - **academic performance**
  - **relationships with adults and/or peers**
  - **motivation**
- Meeting Students Needs By Identifying their strengths, **students become part of a learning community that focuses on the skills** necessary for success **"in the real world"** while learning traditional academic subjects.
- This may often take us out of the school and into the community on academic field trips, to perform school community service, or to participate in outdoor education.

## **What Alternative Education at Village Elementary Looks Like**

- **Multi-age learning groups**
- **Kindergarten to 5th Grade**
- **Collaboration with administration, parents, general education teachers, resource and support staff**
  1. **Direct "Life Skills" and "Conflict Resolution" Instruction**
  2. **Interdisciplinary, experiential, and service-based programming**
  3. **Individualized learning and behavior plans**
- **Project based learning to show academic proficiency through general education curriculum to meet learning targets and state educational standards**
- **Flexible scheduling (not everyday will be same because not every child is the same)**

## **Programming Goals**

- To meet student's challenges, by offering the opportunity to **become part of a learning community that focuses on the skills** necessary for success **"in the real world"** while learning traditional academic subjects **through PBL.**
- To provide students academic assistance so that they may meet and possibly exceed academic proficiency
- Model for students how to work within groups to meet one common goal (i.e. newspaper, community art project (etc.))

- Assist students with communication gaps
- Building relationships with peers and adults
- Modeling respect of self and others
- Building on student’s strengths and talents
- All classes will be tied to a Google Classroom where all assignments, projects etc.. can be shared

## Process for Alternative Education Programming

### RTI PROCESS (referral process)

- Teacher sends a Referral to Hyland
- The Support Services Team reviews student profiles and considers the needs.
- Schedule a Student Survey with Mrs. McColl
- Parent must approve through general education teacher communication (email/phone)
- Mrs. Baker is given the final list and students attend the alternative education classroom. (“Step-up Day” for 6th graders attending GMS based on family history)
- Parent(s), Teachers, and students support the decision to participate in the programming

### ALTERNATIVE EDUCATION PROGRAMMING

*(Current August 2020-21 • SUBJECT TO CHANGE BASED ON STUDENT INTEREST)*

*Descriptions, Benefits and Standards*

COMMUNITY ART	DESCRIPTION AND INFORMATION
<p><i>Teacher Referral</i></p> <ul style="list-style-type: none"> <li>• <i>Gifted and Talented Visual Artists identified</i></li> <li>• <i>Student Interest Survey</i></li> </ul>	<p>The importance of the project is placed on the process of art making because of its ability to build relationships and involve all members of the classroom in helping to establish a collective identity. The artwork, once complete, is exhibited or performed for the community.</p> <p>The sketchbook project is utilized in this group.</p> <p><b>Rules Sketchbook Project:</b> Learning to keep our mistakes as they can be used another time for another purpose therefore one cannot tear out a piece of paper.</p> <p>A sketch from the sketchbook will be chosen for a final project for the Creative Celebration in May.</p>
<p><b>Objectives</b></p>	<p>Learning targets and expectations are clearly stated and reviewed at each session.</p> <p>Artwork to be included in the Creative Celebration for the District held in May.</p> <p>Group project created for our school community to leave a positive mark each year.</p>
<p><b>Assessments</b></p>	<p>Students are formatively assessed during each session by sharing their sketches with the teacher and others. All information is documented through photos, videos</p>

	and through observational notes. Students write or verbally share reflections about experiences. Assessing themselves.
<b>Benefits</b>	<ul style="list-style-type: none"> <li>● increases the ability to focus for extended periods of time</li> <li>● Improves quality of work and attention to details</li> <li>● Critical thinking</li> <li>● Problem solving</li> <li>● Increases academic achievement</li> <li>● teamwork, collaboration and cooperation</li> <li>● increases perseverance and resilience</li> </ul>
<b>Social Emotional Benefits</b>	<ul style="list-style-type: none"> <li>● positive impact on their sense of hope, self-worth, and well-being</li> <li>● improves their sense of connectedness and widens our social networks.</li> <li>● decreases depression and anxiety and reduces stress</li> <li>● increases perseverance and resiliency</li> </ul>
<b>Performance Indicators and Descriptors</b>	<p><b>Visual Art</b></p> <p><b>A. Disciplinary Literacy</b></p> <p><b>A1</b> Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.</p> <p><b>A2 Elements of Art and Principles of Design</b></p> <p><b>A3 Media, Tools, Techniques and Processes</b></p> <p><b>B Creation, Performance and Expression.</b> Students create, express, and communicate through the art discipline.</p> <p><b>B1 Media</b></p> <p><b>B2 Composition</b></p> <p><b>B3 Making Meaning</b></p> <p><b>B4 Exhibition</b></p> <p><b>C. Creative Problem-Solving</b></p> <p><b>D. Aesthetics and Criticism</b></p> <p><b>E. Life Connections</b></p> <p><b>Interpersonal Skills</b></p> <p><b>Writing Integration</b></p> <p><b>B. Writing</b> Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.</p> <p><b>B1 Interconnected Elements</b></p> <p><b>K-5 grades</b></p> <p>A. Select a purpose for writing</p> <p>B. Narrative / Descriptive details</p> <p><b>3rd-5TH</b></p> <p><b>Include Introduction AND Conclusion, Editing drafts and grammar.</b></p> <p>B. Narrative</p> <p>a. Descriptive details</p> <p>b, Develop major events, settings, and characters, dealing with problems and solutions in original stories</p> <p>C. Provide insight of why their writing is memorable</p>

	<p>D. Sensory details</p> <p><b>ELA Integration</b>  <b>D2 Mechanics</b>  Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p><b>E. Listening and Speaking</b>  <b>E1</b> Students apply active listening and speaking skills.  <b>E2</b> Students use active speaking skills to communicate effectively in a variety of contexts.</p> <p><b>F. Media:</b> Students recognize and can explain that both print and non-print sources have on listeners, viewers, and readers, in order to develop awareness of the effects that the media have on forming opinions and decisions.</p>
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HANDS ON MINDS ON	DESCRIPTION AND INFORMATION
<ul style="list-style-type: none"> <li>• <i>Teacher Referral</i></li> <li>• <i>Student Interest Survey</i></li> </ul>	<p><b>3D Printer</b>  <b>STEAM Projects</b>  <b>Community Service</b></p> <p>Hands-on learning is nothing new. In fact, as early as 350 BCE Aristotle wrote, “For the things we have to learn before we can do them, we learn by doing them.” What has changed is <i>how</i> we incorporate hands-on activities into training. <b>This type of learning changes the role of the teacher from information dispenser to co-explorer of knowledge.</b></p> <p>Providing students with meaningful experiences will ultimately facilitate long-term retention, more student engagement, and decrease the likelihood of discipline problems. It can be a real challenge to make activities meaningful to a student body with diverse interests, experiences, and backgrounds. Student voice for planning and accepting experiential ideas.</p> <p>Often collaborating with GHS and GMS Alt ed.</p>
<b>Objectives</b>	<p>Learning targets and expectations are clearly stated and reviewed at each session.</p> <p>For students to feel part of the community because “When we help others we feel better about ourselves.” Mrs. McColl.</p>
<b>Assessments</b>	<p>Students are formatively assessed during all sessions. All information is documented through photos, videos and through observational notes. Students write or verbally share reflections about experiences. Assessing themselves.</p>
<b>Benefits</b>	<ul style="list-style-type: none"> <li>● Increases learning engagement</li> <li>● Opportunities for critique and immediate feedback</li> <li>● Extra Practice</li> <li>● Risk Mitigation</li> <li>● Improving Critical Thinking and Problem Solving</li> </ul>

	<ul style="list-style-type: none"> <li>● increases perseverance and resilience</li> <li>● Creativity and Communication</li> </ul>
<b>Social Emotional Benefits</b>	<ul style="list-style-type: none"> <li>● Teamwork through collaboration</li> <li>● Develop problem-solving, analytical, evaluation, and reflection skills</li> <li>● Relationship building between students and teacher</li> <li>● Community Engagement</li> </ul>
<b>Performance Indicators and Descriptors</b>	<p><b>Career and Education Development Std</b>  <b>A Learning about Self-Knowledge and Interpersonal Relationships.</b></p> <p><b>K-5th</b>  <b>A1 Students</b> identify interests, skills, habits of mind, and experiences that build positive self concepts.</p> <p>A2 Student make choices and demonstrate behaviors that lead to success in school work</p> <p>A3 Interpersonal Skills, students reflect positive interpersonal skills and lead to success in school or community.</p> <p>A4 Students Identify and sometimes explain the influences that career and life roles have on each other and on the success in school and community.</p> <p><b>B Learning About and Exploring Education, Career and Life Roles</b>  B1. Students can express how success in school supports their ability to positively contribute to school, home, and community.  B2. Students identify and can describe skills that lead to student learning and success in the classroom and their personal life goals.</p> <p><b>PreK-5th</b>  C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions  C1 Students identify the parts of the planning process that assists in making choices.  C2. Students identify behaviors and decisions that reflect positive and negative consequences in school.  C3. Students identify behaviors that influence decision making in various settings.</p> <p><b>F. Media:</b>  Students recognize and can explain that both print and non-print sources have on listeners, viewers, and readers, in order to develop awareness of the effects that the media have on forming opinions and decisions.</p> <p><b>Math</b>  <b>Whole Numbers</b>  <b>Students solve problems using the appropriate operations.</b></p> <p><b>Fractions understand and can use</b></p> <p><b>Measurement and Approximation</b>  Students understand and use measures of elapsed time, temperature, capacity, mass and use measures of mass and weight.</p> <p><b>Science</b></p>

	K-5th Motion and Stability: forces and interaction Define a simple design problem that can be solved by applying scientific ideas.
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<b>ART ENRICHMENT (K-2nd)</b>	<b>DESCRIPTION AND INFORMATION</b>
<ul style="list-style-type: none"> <li>• <i>Teacher Referral</i></li> <li>• <i>Gifted and Talented Visual Artists identified</i></li> </ul>	<p>This is a hands-on experience offered to young art students that exhibit a passion and need for more art. Students are evaluated and given a student survey. Students are chosen through teacher referral. Each student chose for Art Enrichment plans their own art pieces, engaging children in looking at <b>art</b>, intelligently talking about <b>art</b>, learning <b>art</b> skills, and creating their own unique <b>art</b> pieces. Students are formatively assessed and create final pieces to be exhibited in the Celebration of Creativity for Gorham School District.</p> <p>Students are encouraged to plan their artwork with the teacher. This verbal planning includes all materials needed as well as how much time their artwork may take to complete. Students are encouraged to take gallery walks and offer feedback to others working in the classroom.</p>
<b>Objectives</b>	<p>Learning targets and expectations are clearly stated and reviewed at each session.</p> <p>Artwork to be included in the Creative Celebration for the District held in May. Gallery walks, museum field trips and art talks.</p>
<b>Assessments</b>	Students are formatively assessed during all sessions. All information is documented through photos, videos and through observational notes. Students write or verbally share reflections about experiences. Assessing themselves.
<b>Benefits</b>	<ul style="list-style-type: none"> <li>● increases the ability to focus for extended periods of time</li> <li>● Improves quality of work and attention to details</li> <li>● Critical thinking</li> <li>● Problem solving</li> <li>● Increases academic achievement</li> <li>● Critique and feedback</li> <li>● increases perseverance and resiliency</li> </ul>
<b>Social Emotional Benefits</b>	<ul style="list-style-type: none"> <li>● positive impact on their sense of hope, self-worth, and well-being</li> <li>● improves their sense of connectedness and widens our social networks.</li> <li>● decreases depression and anxiety and reduces <b>stress</b></li> <li>● increases perseverance and resiliency</li> <li>● Increases positive behaviors</li> </ul>
<b>Performance Indicators and Descriptors</b>	<p><b>Visual Art</b></p> <p><b>A. Disciplinary Literacy</b></p> <p><b>A1</b> Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.</p> <p><b>A2 Elements of Art and Principles of Design</b></p> <p><b>A3 Media, Tools, Techniques and Processes</b></p>



	<p><b>B Creation, Performance and Expression.</b> Students create, express, and communicate through the art discipline.</p> <p><b>B1 Media</b>  <b>B2 Composition</b>  <b>B3 Making Meaning</b>  <b>B4 Exhibition</b></p> <p><b>C. Creative Problem-Solving</b>  <b>D. Aesthetics and Criticism</b>  <b>E. Life Connections</b>  <b>Interpersonal Skills</b></p> <p><b>ELA Integration</b>  <b>D2 Mechanics</b>  Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p><b>E. Listening and Speaking</b>  <b>E1</b> Students apply active listening and speaking skills.  <b>E2</b> Students use active speaking skills to communicate effectively in a variety of contexts.</p> <p><b>Writing Integration</b>  <b>B. Writing</b>  Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.  <b>B1 Interconnected Elements</b></p> <p><b>K-5 grades</b>  A. Select a purpose for writing  B. Narrative and Descriptive details</p> <p><b>3rd-5TH</b>  <b>Include Introduction AND Conclusion, Editing drafts and grammar.</b>  B. Narrative <ul style="list-style-type: none"> <li>a. Descriptive details</li> <li>b. Develop major events, settings, and characters, dealing with problems and solutions in original stories</li> </ul> C. Provide insight of why their writing is memorable  D. sensory details</p> <p><b>F. Media:</b> Students recognize and can explain that both print and non-print sources have on listeners, viewers, and readers, in order to develop awareness of the effects that the media have on forming opinions and decisions.</p>
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DANCE	DESCRIPTION AND INFORMATION
<ul style="list-style-type: none"> <li>• <i>Teacher Referral</i></li> <li>• <i>Social/Emotional Team</i></li> <li>• <i>Student Interest Survey</i></li> </ul>	<p>“The advantage of the arts (music and dance) is that they link cognitive growth to social and emotional development. Students care more deeply about what they study, they see the links between subjects and their lives, their thinking capacities grow, they work more diligently, and they learn from each other.” <i>Source: Washington Post</i></p>

	Dance and movement can be a wonderful way for students to work on problem-solving and to develop the ability to evaluate and reflect, which in turn can affect their thinking on things like their responsibility to help make the world a better place.
<b>Objectives</b>	Learning targets and expectations are clearly stated and reviewed at each session.  Students are given 2 choices: create a dance video or perform live for the entire school in May. (performance)
<b>Assessments</b>	Students are formatively assessed during all sessions. All information is documented through photos, videos and through observational notes. Students write or verbally share reflections about experiences. Assessing themselves.
<b>Benefits</b>	<ul style="list-style-type: none"> <li>● <b>Dance</b> helps develop muscles, tone the body, improve circulation, improve posture, balance, coordination and promote greater flexibility.</li> <li>● <b>Behavioral Benefits-</b> Dance can help calm children that suffer with hyperactivity disorders as well as those that suffer from self destructive behaviors. The act of dance seems to help calm and focus these troubled young minds.</li> <li>● <b>Physical Benefits-</b> Dance will help develop muscles, tone the body, improve circulation, improve posture, balance, coordination and promote greater flexibility. Flexibility is often overlooked as a benefit but can really decrease the chances of injury especially in an active child. Dance helps keep the body conditioned and the mind focused which heightens one's ability to perform other physical activities.</li> <li>● <b>Mental Benefits-</b> Children who are involved in dance will excel in their academics and tend to be more creative. The art of dance helps teach a child to focus, creativity, and discipline, all of which are mandatory in any area of education.</li> <li>● <b>Social Benefits-</b> Dance improves sensitivity, understanding, appreciation, and consideration for others, both for their similarities and differences. Dance can broaden your child's horizons by introducing them to other people and help them better relate later in life to those they may face and also in their future careers.</li> <li>● <b>Esthetic Benefits-</b> Dance awakens consciousness of beauty, lending new meaning to movement and form.</li> <li>● <b>Emotional Benefits-</b> Dance helps develop self-confidence and self-esteem in a stimulating environment.</li> <li>● <b>Coordination Benefits-</b> Increased hand-eye coordination and improved fine motor skills. Students who can perform complex rhythms can also make faster and more precise corrections in many academic and physical situations. -Center for Timing, Coordination and Motor Skills.</li> </ul>
<b>Social Emotional Benefits</b>	<ul style="list-style-type: none"> <li>● Self-management- Regulating our emotions, behaviors</li> <li>● Self-awareness- Understanding our own emotions, space</li> <li>● Social awareness- Understanding others emotions/having empathy</li> <li>● Social problem solving- Cooperating with others and making responsible choices based off of social interactions and our own morals</li> <li>● Relationship skills- Establishing and maintaining healthy relationships</li> </ul>
<b>Performance Indicators and Descriptors</b>	<b>HEALTH EDUCATION AND PHYSICAL EDUCATION PIs and Descriptors</b>  <b>G.1 Stability and Force</b>

	<p><b>Students demonstrate a variety of movements that apply stability and force</b></p> <p><b>G2 Students demonstrate a variety of locomotor skills and manipulative skills</b></p> <p><b>G3 Skill-Related Fitness (coordination, balance etc.) Components</b></p> <p><b>G4 Skill Improvement (Why practice is important)</b></p> <p><b>I2 Responsible Behavior</b></p> <p><b>I3 Safety Rules</b></p>
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BOOK GROUP	DESCRIPTION AND INFORMATION																														
<ul style="list-style-type: none"> <li>• <i>Teacher Referral</i></li> <li>• <i>Social/Emotional Team</i></li> <li>• <i>Student Interest Survey</i></li> </ul>	<p>Book group enrichment encourages and teaches effective listeners and contributors during discussions around a common book. At times, we all may have difficulty listening well to others and contributing our own ideas. Therefore, finding meaningful things to say about what they've read, as well as participating as an active member of the discussion, requires skills that many students have not yet developed.</p>																														
<b>Objectives</b>	<p>Learning targets and expectations are clearly stated and reviewed at each session.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Check the appropriate box. Provide evidence where possible.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;"></th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> <th style="width: 10%;">Some-times</th> <th style="width: 25%;">Evidence</th> </tr> </thead> <tbody> <tr> <td>Everyone participates and shares in the discussion process. Communication is interactive.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The group is supportive of its individual members. Group climate promotes friendliness.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Group members often ask questions for clarification or elaboration.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The group discussion stays on topic or on directly related issues.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The group is energetic and enthusiastic.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div>		Yes	No	Some-times	Evidence	Everyone participates and shares in the discussion process. Communication is interactive.					The group is supportive of its individual members. Group climate promotes friendliness.					Group members often ask questions for clarification or elaboration.					The group discussion stays on topic or on directly related issues.					The group is energetic and enthusiastic.				
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<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Active Listening</li> <li>● Active Participation</li> <li>● Asking Questions for Clarification</li> <li>● Piggybacking off others</li> <li>● Disagreeing Constructively</li> <li>● Focused on Discussion</li> <li>● Supporting Opinions and Evidence</li> <li>● Encouraging Others</li> </ul>																														
<b>Benefits</b>	<ul style="list-style-type: none"> <li>● Promote a love for literature and a positive attitude toward reading</li> <li>● Reflect a student-centered model of literacy</li> </ul>																														

	Students are formatively assessed during all sessions. All information is documented through photos, videos and through observational notes. Students write or verbally share reflections about experiences. Assessing themselves.
	<ul style="list-style-type: none"> <li>● Encourage extensive and intensive reading</li> <li>● Invite natural discussions that lead to student inquiry and critical thinking</li> <li>● Support diverse responses to text</li> <li>● Foster interaction, cooperation and collaboration</li> <li>● Provide choice and encourage responsibility</li> <li>● Expose students to literature from multiple perspectives</li> <li>● Nurture reflection and self-evaluation</li> </ul>
<b>Social Emotional Benefits</b>	<ul style="list-style-type: none"> <li>● Improves concentration</li> <li>● Improves patience</li> <li>● Increases empathy</li> <li>● Enhances social problem solving</li> <li>● Sparks conversation on various topic increasing logic and reasoning skills</li> </ul>
<b>Performance Indicators and Descriptors</b>	<p><b>3rd-5th grade</b>  <b>A1 Interconnected Elements</b>, Comprehension, Vocabulary, Alphabetics &amp; Fluency</p> <p><b>A2 Literacy Text</b>  Identify and Describe settings and characters,  Analyze point-of-view, meaning, internal and external conflicts, and themes.</p> <p><b>D2 Mechanics</b>  Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p><b>E. Listening and Speaking</b>  <b>E1</b> Students apply active listening and speaking skills.  <b>E2</b> Students use active speaking skills to communicate effectively in a variety of contexts.</p> <p><b>F. Media:</b> Students recognize and can explain that both print and non-print sources have on listeners, viewers, and readers, in order to develop awareness of the effects that the media have on forming opinions and decisions.</p> <p><b>Art Integration PI</b>  <b>B Creation, Performance and Expression.</b> Students create, express, and communicate through the art discipline.</p>

<b>REVERSE ENGINEERING</b>	<b>DESCRIPTION AND INFORMATION</b>
<ul style="list-style-type: none"> <li>• <i>Teacher Referral</i></li> <li>• <i>Social/Emotional Team</i></li> <li>• <i>Student Interest Survey</i></li> </ul>	<p>Reverse engineering is the process of taking something apart to understand how it works. The process allows engineers to create new products and to improve existing products.</p> <p>Engineers are people who use science and math to solve problems. Reverse engineering allows for students to understand how all of the pieces of a device</p>

	<p>work together. They can use that information to make a new version of the device that may be faster, cheaper, or more environmentally friendly. Allowing Students to think like an engineer as well.</p> <p>Reverse engineering can be applied to anything from simple toys to very complicated machines. It starts by thinking about a product or a system and what it does. Then the product is taken apart to see all the individual pieces. Examining the individual parts or steps leads to an understanding of how the parts work in the product and can be an example of force and motion and it generally works.</p>
<b>Objectives</b>	<p>Students pre-assess a product/item and predict through writing before beginning to take the object apart.</p> <p>While taking the item apart, students are to list, identify, and draw the item/products parts and discuss their findings.</p> <p>They are to write about the process including how their prediction may differ from their final findings.</p>
<b>Assessments</b>	<p>Observational notes, photographs, and verbal communication. Students are formatively assessed during all sessions. All information is documented through photos, videos and through observational notes. Students write or verbally share reflections about experiences. Assessing themselves.</p>
<b>Benefits</b>	<ul style="list-style-type: none"> <li>● Increases learning engagement</li> <li>● Opportunities for critique and immediate feedback</li> <li>● Risk Mitigation</li> <li>● Improving Critical Thinking and Problem Solving</li> <li>● increases perseverance and resilience</li> <li>● Creativity and Communication</li> </ul>
<b>Social Emotional Benefits</b>	<ul style="list-style-type: none"> <li>● Develops problem-solving, analytical, evaluation, and reflection skills</li> <li>● Relationship building between students and teacher</li> <li>● Community Engagement</li> <li>● Teamwork through collaboration</li> <li>● Social problem solving</li> <li>● Cooperating with others and making responsible choices based off of social interactions and our own morals</li> </ul>
<b>Performance Indicators and Descriptors</b>	<p><b>B3. Argument/ Analysis</b>  <b>K-5th</b> Students write to inform or identify and explain an audience on a specific topic</p> <p><b>B5 Practical Application</b> 3-5th grades</p> <p><b>B5</b>  <b>A</b> Write multi-step directions for completing tasks.  <b>C. Research:</b> Students engage in inquiry by accessing and verifying a variety of sources, communicating findings, and applying documentation. Students present findings orally, in writing, or using mixed media.</p> <p><b>D2 Mechanics</b> 3-5th grades  Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p><b>Math</b>  <b>Whole Numbers</b></p>

	<p><b>Students solve problems using the appropriate operations.</b></p> <p><b>Fractions understand and can use</b></p> <p><b>Measurement and Approximation</b> Students understand and use measures of elapsed time, temperature, capacity, mass and use measures of mass and weight.</p> <p><b>Science</b> K-5th Motion and Stability: forces and interaction Define a simple design problem that can be solved by applying scientific ideas.</p>
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<b>STUDENT-LED SCHOOL NEWSPAPER</b>	<b>DESCRIPTION AND INFORMATION</b>
<ul style="list-style-type: none"> <li>• <i>Teacher Referral</i></li> <li>• <i>Social/Emotional Team</i></li> <li>• <i>Student Interest Survey</i></li> </ul> <p><i>(Blended student body for model of behavior)</i></p>	<p>Students of any age need the freedom to express themselves in a manner that is respectful, thoughtful, and accepted. The Village Times offers outspoken individuals a voice that is done in a way that brings credibility to the writer as well as to the school. It also allows teachers and administration to monitor the content to ensure appropriateness and relevance. Regardless of the way technology evolves and changes, there will always be a need for writers and those with the skill to turn a word and voice an opinion.</p> <p>The main reason for giving students a voice is that those who feel they can enter the dialogue become participants, rather than spectators. Spectators only complain and harbor grudges. Participants are more apt to listen to both sides, to be positive contributors, and to care.</p> <p>The newspaper offers an opportunity to connect people to each other in ways they never knew. Everyone has a story, but not every story is told or known. In each school, there are students, teachers, and administrators with interesting stories that the student body would benefit from hearing.</p>
<b>Objectives</b>	<p>Bimonthly newspaper is on time and shared with Gorham Community Writing assignments, improving writing, relationships, executive functioning skills. Student's Voice.</p>
<b>Assessments</b>	<p>Students are formatively assessed in alternative education for the following during all sessions.</p> <ul style="list-style-type: none"> <li>● Meeting goals</li> <li>● Planning</li> <li>● Using time wisely</li> <li>● Staying true to their contract (respect, honesty, compassion, responsibility, and courage)</li> <li>● Homeroom teachers can easily assess writing</li> <li>● Observational notes, photographs and verbal communication.</li> <li>● Behavior</li> </ul> <p>All information is documented through photos, videos and through observational notes. Students write or verbally share reflections about experiences. Assessing themselves.</p>
<b>Benefits</b>	<ul style="list-style-type: none"> <li>● Students learn the importance of good journalism</li> </ul>
<b>Social Emotional Benefits</b>	<ul style="list-style-type: none"> <li>● Social problem solving-Cooperating with others and making responsible choices based off of social interactions and our own morals</li> </ul>

	<ul style="list-style-type: none"> <li>● Students learn the value of solid</li> <li>● research and the dangers of misinformation and slander</li> <li>● Writing is a skill.</li> <li>● Editing is a skill.</li> <li>● Design and layout are skills.</li> <li>● Photography is a skill.</li> <li>● Interviewing is a skill</li> <li>● Executive functioning skills</li> <li>● Technology skills (camera, podcasts, videoing, computers, ipads, etc)</li> </ul>
	<ul style="list-style-type: none"> <li>● Relationship skills- Establishing and maintaining healthy relationships</li> <li>● increases perseverance and resilience</li> <li>● Increases positive behaviors</li> </ul>
<p><b>Performance Indicators and Descriptors</b></p>	<p><b>B. Writing</b> Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.</p> <p><b>B1 Interconnected Elements - K-5 grades</b> A. Select a purpose for writing B. Narrative and Descriptive details</p> <p><b>B2 Include Introduction AND Conclusion, Editing drafts and grammar. 3rd-5TH</b> B. Narrative a. Descriptive details b, Develop major events, settings, and characters, dealing with problems and solutions in original stories C. Provide insight of why their writing is memorable D. sensory details</p> <p><b>C. Research:</b> Students engage in inquiry by accessing and verifying a variety of sources, communicating findings, and applying documentation. Students present findings orally, in writing, or using mixed media.</p> <p><b>E. Listening and Speaking</b> E1. Students apply active listening and speaking skills. E2. Students use active speaking skills to communicate effectively in a variety of contexts.</p> <p><b>D2 Mechanics 3-5th grades</b> Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p><b>F. Media:</b> Students recognize and can explain that both print and non-print sources have on listeners, viewers, and readers, in order to develop awareness of the effects that the media have on forming opinions and decisions.</p>

New ideas and additions  
Hydroponics  
Green House

**Jennifer's Green Days can be ukulele**

**3-5 grades**

**10-2pm**

Objective: Performance for school-wide video

**Orff Group**

**K-2 or 3-5 grades**

**10-2pm**

Objective: Performance for school-wide video