# GODWIN SCHOOL

Back to School Night 2022

### WELCOME BACK



## THE GODWIN SCHOOL







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# THE WHOLE CHILD



#### <u>CURRICULUM</u>

- Learning how to be a learner
- Academic Excellence:
  - Readers and Writers Workshop
  - Guided Reading Book Room
  - Fundations Multisensory Structured Language Program
  - Mathematics Approach Concrete, Pictorial, Abstract
  - Hands-on Science experiments and projects
  - 1-1 iPad grades K-2

# Social and Emotional Learning New Jersey SEL Competencies and Sub-Competencies

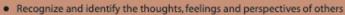
Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



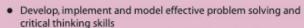
- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed





#### SOCIAL/EMOTIONAL





#### <u>ASSESSMENTS</u>

#### Benchmark Assessments:

- Fountas and Pinnell Reading Assessment (2-3 times a year)
- Math Benchmark Tests (2-3 times a year)
- Acadience Reading Assessment (Kindergarten and At Risk 1st and 2nd graders)
- Link-It! Diagnostic Assessments in ELA and Math (2-3 times a year)
- Formative Assessment Ongoing through a variety of means.

#### Data Driven Decision Making:

- Assessment data used to determine placement in the Basic Skills Program
- Information helps to create guided reading groups, select "Just Right Books", differentiate instruction and inform instructional practices

#### SCHOOL WIDE ACTIVITIES

- GODWIN GREETER
- FISH BOWL STUDENTS OF THE WEEK
- CLASS OF THE WEEK LUNCH AND RECESS
- GODWIN PRIDE STUDENT RECOGNITION
- APEX LEADERSHIP AND FUN RUN ENDEAVOR
- SPIRIT DAYS WITH A TWIST

#### COMPREHENSIVE HEALTH STANDARDS

- The Standards are written in grade bands: K-2 is grouped together
- Must cover the Standards by the end of 2<sup>nd</sup> grade
- The three sensitive topics are being taught in 2<sup>nd</sup> grade:
  - 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
  - 2.1.2.PP.1: Define reproduction.
  - 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- The health curriculum already included a lesson on good touch and bad touch medically accurate names will be used.
- Children will hear that a man and woman can make a baby.
- Gender identity will scratch the surface of boys can play with dolls or wear tights and girls can play with trucks. Read aloud: Patrick's Polka Dot Tights.

#### HOUSE KEEPING

- Drop off time is by 8:20am. After 8:27am your child is tardy.
- Call the absence line if your child will not be in school 201-445-5350 press 1.
   Be sure to state the reason for the absence, in case the nurse needs to follow up.
- If you have questions, concerns, changes in pick up, please email your child's teacher and secretary <a href="mailto:cscott@mpsnj.org">cscott@mpsnj.org</a> or call ahead.
- Label all of your children's belongings: water bottle, lunch box, backpack, folder, etc.