



# **Our Savior Christian Academy**

## *Curriculum Framework for:* **Social and Emotional Development – Approaches to Learning**

*Our Savior Christian Academy's "Curriculum Framework for Social and Emotional Development Approaches to Learning" is designed as a tool that will follow the same format for early childhood students ages 3-4. Each age level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.*

*Our Savior Christian Academy's "Curriculum Framework for Social and Emotional Development Approaches to Learning" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.*

### **✠ PHILOSOPHY ✠**

*In response to the love of the Triune God: the Father, the Son, and the Holy Spirit, we can through grace alone, faith alone and scripture alone be called to share the saving message of Jesus using a God-pleasing attitude, through positive relationships, and awareness of self that reflects His true love.*

# Our Savior Christian Academy

## Broad Goals

### *From a Christ-Centered Perspective, Teachers will:*

- Incorporate Jesus Christ in all core areas of helping children to develop socially and emotionally.
- Provide the children with a wide range of knowledge, skills, & related activities that help him/her to develop an understanding of the physical world & social exchanges.
- Give the child a language and a system through which he/she may analyze, describe and explain a wide range of experiences, make predictions, & solve problems.
- Foster creative and aesthetic development that enhances the growth of reasoning.
- Encourage the children to be confident and to communicate.

### *This will be obtained by:*

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Fascinating and significant mathematical experiences through multi-sensory activities
- Apply the curriculum in multi-sensory formats.
- Stair stepping on an individual basis with the knowledge that children acquire an understanding of ideas in an uneven way.
- Continuous assessment for analysis and planning.
  - Focuses on the identification of the children's existing knowledge, misconceptions, and strategies.
  - Updating curriculum to meet changing state standards along with student needs
  - Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mechanical mastery.
- Work samples and results that are shared with the parents, congregants, and community.

# Missouri Early Learning Standards for Social and Emotional Development and Approaches to Learning

## I. Knowledge of Self – integrating faith so that an understanding of how to express oneself with the love of God and His word can be manifest. Psalm 1:2, 119:47, 48, 97-99

### ***1. Exhibits self-awareness.***

Indicators	Examples The child ...
<b>a. Shows respect for self.</b>	<ul style="list-style-type: none"> <li>• Stands up for his or her own rights and needs (shows interest in how others treat them, asks for assistance with tasks, etc.)</li> <li>• Acknowledges accomplishments (“I did it!”)</li> <li>• Uses self-help skills (washes hands with soap and water, cleans up after themselves)</li> </ul>
<b>b. Develops personal preferences.</b>	<ul style="list-style-type: none"> <li>• Indicates which learning center they would like to visit first (“I would like to go to the _____ center.”)</li> <li>• Makes choices between activities (visiting the classroom library or working on a puzzle)</li> <li>• Makes choices during activities (e.g., choosing the color of paper and marker to use when making a Grandparents’ Day card and choosing from various cut-out shapes when making a “Shape-o-saurus” dinosaur)</li> <li>• Chooses a favorite color, song, etc. (e.g., Students choose their favorite kind of apple during an apple taste-testing activity.)</li> </ul>
<b>c. Knows personal information.</b>	<ul style="list-style-type: none"> <li>• Describes self using basic characteristics (Students completed a self-portrait during the first week of school.)</li> <li>• Refers to self by first and last name (Students indicate their attendance by finding their magnetic name card and placing it in a folder designated “I am here.” Students also eat snack using placemats on which their name is written. Students are instructed to take a seat in the chair next to their placemat. )</li> </ul>

### ***2. Develops self-control.***

Indicators	Examples The child ...
<b>a. Follows simple rules.</b>	<ul style="list-style-type: none"> <li>• A short list of classroom rules was composed with the help of students. Students are referred to this list when a problem arises.</li> <li>• Students understand safety rules (e.g., no running, hitting, etc.) If a student violates those rules they are ask to move their name card from “green” to “yellow” on the classroom stoplight chart. If a student is asked to move their name to red, they take a break from classroom activities.</li> </ul>
<b>b. Accepts transitions and follows daily routines.</b>	<ul style="list-style-type: none"> <li>• Students were introduced to the daily routine on the first day of school. A pictograph display of the classroom routine hangs in the classroom.</li> <li>• Manages smooth transitions from one activity to the next (e.g., finding a seat for circle time activities, participating in circle time discussion and songs, listening during stories, sanitizing hands before snack, following the rotation from one learning center to the next, etc.)</li> <li>• Separates from parents easily.</li> </ul>
<b>c. Expresses feelings through appropriate gestures, actions and language.</b>	<ul style="list-style-type: none"> <li>• Identifies emotions (“It made me _____ when _____.”)</li> <li>• Matches physical reactions to their corresponding emotions (discussed during a classroom unit on feelings).</li> <li>• Offers help and informs teacher when someone is hurt.</li> <li>• Uses appropriate words instead of hitting.</li> </ul>

<b>d. Adapts to different environments.</b>	<ul style="list-style-type: none"> <li>• Adjusts behavior in different settings (e.g., differentiates between “outdoor” and “indoor” voice and understands when each is appropriate).</li> <li>• Understands when it is appropriate to approach the teacher directly with a question or concern (i.e., during pre-session or learning centers) and when it is best to raise their hand (i.e., during circle time and group activities).</li> </ul>
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### ***3. Develops personal responsibility.***

<b>Indicators</b>	<b>Examples</b> The child ...
<b>a. Cares for personal and group possessions.</b>	<ul style="list-style-type: none"> <li>• Carefully handles books and other objects. Students are expected to treat classroom books and materials gently.</li> <li>• Takes care of toys.</li> <li>• Puts away belongings and materials. Students are expected to return reading buddies to the designated container and pick up any materials they used during learning centers or pre-session activities.</li> </ul>
<b>b. Begins to accept the consequences of his or her own actions.</b>	<ul style="list-style-type: none"> <li>• Brings damaged object to teacher for repair.</li> <li>• Admits wrongdoing and forms a plan of restitution with teacher.</li> <li>• Moves their name card up the “discipline stoplight” from green to yellow to red without arguing. Students are also asked to identify the reason for this consequence and to explain what they should do differently.</li> </ul>

## ***II. Knowledge of Others – integrating faith so that an understanding of love for truth can be realized. Acts 17:11, Matthew 5:6, Matthew 13:14, 15***

### ***1. Builds relationships of mutual trust and respect with others.***

<b>Indicators</b>	<b>Examples</b> The child ...
<b>a. Respects the rights of others.</b>	<ul style="list-style-type: none"> <li>• Listens while others are speaking (e.g., When the devotion candle is lit students know their voices are to be off.)</li> <li>• Takes turns and follows rules (waits in line to use playground equipment, shares classroom toys and manipulatives.)</li> <li>• Respects the personal space of others.</li> </ul>
<b>b. Respects adult leadership.</b>	<ul style="list-style-type: none"> <li>• Uses an adult as a resource (e.g., seeks information and solicits advice and assistance)</li> <li>• Follows adults’ guidelines for safety in the classroom</li> <li>• Follows adults’ rules for appropriate behavior in different environments.</li> <li>• Shows interest in community workers (Firefighters are discussed in-depth during a classroom fire safety unit.)</li> </ul>
<b>c. Seeks comfort and security from significant adults.</b>	<ul style="list-style-type: none"> <li>• Shows an attachment or bond to an adult</li> <li>• Feels safe with significant adults</li> </ul>
<b>d. Develops friendships.</b>	<ul style="list-style-type: none"> <li>• Offers help and resources to others (helps a classmate complete a classroom activity or seeks help for a friend who is upset)</li> <li>• Has a special friendship with one or two peers (e.g., misses them if they are away; frequently chooses them in play)</li> <li>• Is named as a friend or play partner by others</li> <li>• Friendship is discussed in-depth during a classroom unit on friendship at the beginning of the year. Students discuss how friends treat each other, what kinds of</li> </ul>

	things friends do together, and how to be good friends to all their classmates.
<b>e. Uses courteous words and actions.</b>	<ul style="list-style-type: none"> <li>Says “please” and “thank you” or “hello” and “goodbye” at appropriate times. Students ask politely for assistance, more snack, etc. Manners are discussed in-depth during a classroom unit designed to reinforce the use of polite language and table manners. Students also put on a “Thanksgiving Toast” each year that gives them an authentic opportunity to participate in situation in which appropriate etiquette is required.</li> <li>Share toys</li> <li>Waits for a turn during conversation (students are reminded to be courteous with the catch phrase “It’s _____ turn right now.”)</li> </ul>
<b>f. Respects similarities and differences among people.</b>	<ul style="list-style-type: none"> <li>Notices similarities and differences in others</li> <li>Includes all classmates in play, regardless of differences</li> <li>Explores real-life situation through pretend play (Students periodically play with the classroom “kitchen,” dollhouse, or dress-up clothes.)</li> </ul>

## ***2. Works cooperatively with children and adults.***

<b>Indicators</b>	<b>Examples</b> The child ...
<b>a. Participates successfully as a member of a group..</b>	<ul style="list-style-type: none"> <li>Allows others to join in play and activities</li> <li>Participates cooperatively in large and small group activities</li> <li>Identifies self as a member of a group (i.e., recognizing they are part of a certain family, school, and classroom)</li> </ul>
<b>b. Shares experiences and ideas with others</b>	<ul style="list-style-type: none"> <li>Engages in conversation to share his or her own ideas</li> <li>Expresses self through pretend play, art, music, dance, written work, and spoken language (e.g., shares personal stories, brings their three favorite toys to school in a “Happy Sack,” draws pictures of personal experiences or personal preferences)</li> <li>Shares personal information</li> </ul>
<b>c. Begins to examine a situation from another person’s perspective.</b>	<ul style="list-style-type: none"> <li>Expresses empathy</li> <li>Adjusts plans in consideration of others’ needs and wants</li> </ul>
<b>d. Resolves conflicts with others.</b>	<ul style="list-style-type: none"> <li>Shows interest in fairness and established rules</li> <li>Attempts to make amends for wrongdoing (e.g., says “I’m sorry”)</li> <li>Participates in resolving conflict with adult assistance</li> <li>Attempts to solve problems without adult help</li> </ul>

## ***I. Approaches to Learning – integrating faith so an understanding of faith-building learning attributes can be realized. Luke 9:9, John 12:9, John 12:21, 1 Cor. 8:1, 1 Peter 1:12***

### ***1. Shows curiosity.***

<b>Indicators</b>	<b>Examples</b> The child ...
<b>a. Expresses interest</b>	<ul style="list-style-type: none"> <li>Asks about others present in the classroom environment (e.g., “Where</li> </ul>

<b>in people.</b>	<ul style="list-style-type: none"> <li>is _____?”)</li> <li>Takes an interest in others' activities</li> <li>Asks others for personal information (e.g., “What's your name?”)</li> </ul>
<b>b. Shows interest in learning new things and trying new experiences.</b>	<ul style="list-style-type: none"> <li>Explores on his or her own (uses new toys, reads new books in the classroom library, etc.)</li> <li>Investigates and experiments with materials: Students are periodically guided in their use of a “sensory table” in which they experiment with materials of varying properties (size, weight, density, texture).</li> <li>Shows an interest in how others do things</li> </ul>
<b>c. Asks questions.</b>	<ul style="list-style-type: none"> <li>Uses questions to find answers</li> <li>Wonders why something is the way it is</li> </ul>

## ***2. Takes initiative.***

<b>Indicators</b>	<b>Examples</b> The child ...
<b>a. Initiates interactions with others.</b>	<ul style="list-style-type: none"> <li>Asks a friend to join in play</li> <li>Joins a play activity already in progress (e.g., Students are often given options for play after they finish their pre-session work. Because students finish their pre-session work at different times, they naturally integrate themselves into and out of ongoing play.)</li> </ul>
<b>b. Makes decisions independently.</b>	<ul style="list-style-type: none"> <li>Selects materials for a project</li> <li>Offers to help others</li> <li>Does the correct thing when others do not</li> </ul>
<b>c. Develops independence during activities, routines and play.</b>	<ul style="list-style-type: none"> <li>Hangs up his or her coat when coming indoors</li> <li>Disposes of trash from snack, brings placemat to be cleaned</li> <li>Puts completed work in cubby</li> <li>Takes attendance</li> <li>Enjoys playing alone at times</li> <li>Completes a task</li> </ul>

## ***3. Exhibits creativity.***

<b>Indicators</b>	<b>Examples</b> The child ...
<b>a. Tries new ways of doing things.</b>	<ul style="list-style-type: none"> <li>Completes projects differently from others (uses different materials or colors)</li> <li>Invents new activities or games</li> <li>Uses materials in a new way</li> </ul>
<b>b. Uses imagination to generate a variety of ideas.</b>	<ul style="list-style-type: none"> <li>Makes up words, songs, or stories</li> <li>Engages in pretend play (Students are given an outlet for pretend play during recess and periodically during learning centers.)</li> <li>Expresses ideas through art, construction, movement, or music.</li> </ul>
<b>c. Exhibits a sense of humor.</b>	<ul style="list-style-type: none"> <li>Laughs when someone tells a funny story</li> <li>Exaggerates a movement or statement to be funny (e.g., Students often exaggerate finger plays or movements to action songs)</li> <li>Makes up silly words, plays with sounds</li> <li>Makes up jokes</li> </ul>

## ***4. Shows confidence.***

<b>Indicators</b>	<b>Examples</b> The child ...
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<p><b>a. Expresses his or her own ideas and opinions.</b></p>	<ul style="list-style-type: none"> <li>• Communicates likes and dislikes (e.g., students are periodically invited to respond to the question "What was your favorite part of the day?")</li> <li>• Suggests a solution for a conflict or problem (i.e., students are asked how problems can be resolved)</li> <li>• Shares ideas in a group situation (e.g., Students are asked to describe the weather and the type of clothing that would be appropriate for the day's weather. Students are also asked to brainstorm words that begin with the letter of the week, etc.)</li> </ul>
<p><b>b. Views self as competent and has a positive self-image.</b></p>	<ul style="list-style-type: none"> <li>• Expresses mastery of a skill</li> <li>• Asks others to view and respond to his or her work</li> <li>• Contributes to classroom discussions (e.g., Students are asked to respond to stories, sorts objects, etc.)</li> <li>• Takes pride in accomplishments</li> </ul>

### ***5. Displays persistence.***

<p><b>Indicators</b></p>	<p><b>Examples</b> The child ...</p>
<p><b>a. Sustains attention to a task or activity appropriate for his age.</b></p>	<ul style="list-style-type: none"> <li>• Remains engaged in an activity to the specified period of time (e.g., maintains attention on learning center activities until it's time for the next rotation)</li> <li>• Attends to a task regardless of distractions</li> <li>• Works on a task over a period of time, leaving and returning to complete it</li> </ul>
<p><b>b. Pursues challenges</b></p>	<ul style="list-style-type: none"> <li>• Makes plans for an activity</li> <li>• Completes a project</li> <li>• Continues to try a difficult task (e.g., completing a puzzle or pattern)</li> </ul>
<p><b>c. Copes with frustration.</b></p>	<ul style="list-style-type: none"> <li>• Shows understanding when a peer accidentally dismantles a project, etc.</li> <li>• Can lose a game without getting upset</li> <li>• Persists in trying to complete a task after many attempts have failed</li> </ul>

### ***6. Uses problem-solving skills.***

<p><b>Indicators</b></p>	<p><b>Examples</b> The child ...</p>
<p><b>a. Recognizes problems.</b></p>	<ul style="list-style-type: none"> <li>• States a personal problem (e.g., "I can't find_____.")</li> <li>• Anticipates the potential for problems (e.g., "There won't be enough," etc.) Potential problems in the classroom were discussed when the classroom rules were formulated. Students were encouraged to make the connection between violating the classroom rules and causing problems within the classroom.</li> <li>• Recalls a previous problem</li> </ul>
<p><b>b. Tries to solve problems.</b></p>	<ul style="list-style-type: none"> <li>• Modifies actions based on new information and experiences</li> <li>• Changes behavior in response to another child or adult</li> <li>• Asks for help from another child or adults</li> </ul>
<p><b>c. Works with others to solve problems.</b></p>	<ul style="list-style-type: none"> <li>• Cooperates in making decisions with another child</li> <li>• Offers solutions to conflict with another child</li> <li>• Takes turns</li> </ul>