



Dear Parents and Families:

In an effort to prepare students for the world, our schools realize that student success and preparation must begin as soon as possible; therefore we present to you in this publication what students will learn in the Shelton School District.

Education has never been more important than it is today. Our students face international competition for employment and an increasing pace of change that impacts their future. Together we must prepare students to compete and win on the world stage so they can pursue their hopes and dreams.

It is imperative the Shelton Schools, parents and families continue to work together in earnest to ensure student success at every grade level. I truly believe the efforts put forth by our PK-12 instructional review process will refine teaching and learning throughout our school system. This will contribute significantly towards our mutually desired outcome, which is student success and ultimate graduation from high school and beyond. I look forward to our journey in continued collaboration to achieve student success for all.

Alex Apostle
Superintendent
Shelton School District

Shelton Proud, Shelton Now!

Notice of Nondiscrimination

The Shelton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The following employee has been designated to handle questions and complaints of alleged discrimination: Linda Arnold, Director of Human Resources. 360-426-1687. 700 S. 1st Street; Shelton, WA 98584. Complaint procedure can be found at www.shelton-schools.org under Board Policy #3210 (students) and #5010 (employees).

READING

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- Identify print on signs, etc. asking "What does that say?"
- Identify own name as a whole word
- Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help
- Decide whether two words rhyme
- Request a favorite book
- Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story
- Listen to and follow along with books in a different language
- Turn book pages one at a time
- Use own experiences to comment on a story, though the comments might not follow the story line.
- Retell simple, familiar stories from memory while looking at the book
- Know some basic rules of grammar (such as correctly using "me" and "I")
- Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text
- Understand which symbols are letters and which are numbers
- Identify three or more letters with their sound at the beginning of a word (such as "day", "dog", and "David" all begin with "d")
- Recognize some signs and symbols in the classroom and community (such as Stop sign), and use them for information
- Begin to recite some words in familiar books from memory
- Know that print has meaning
- Recognize own name in print
- Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom)
- Tell you what is going to happen next in a story and create ending
- Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes)
- Use actions to show ideas from stories, signs, & pictures
- Retell more complicated, familiar stories from memory

WRITING

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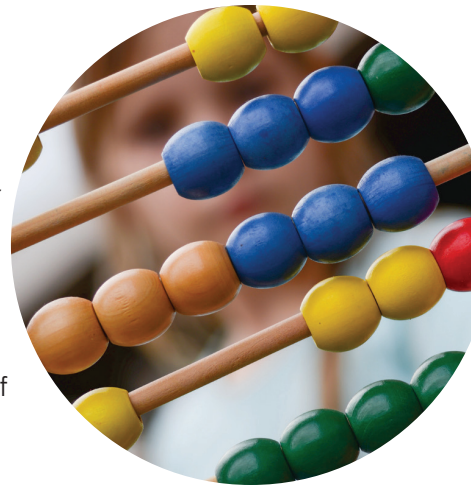
- Make marks or scribbles when an adult suggests writing
- Attempt to copy one or more letters or characters of the home language
- Draw pictures and tell their story
- Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play



MATH

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- Use letter-like symbols to make lists, letters and stories
- Attempt to copy one or more letters of the alphabet
- Begin to print or copy own name, and identify at least some of the letters
- Explore writing letters in different languages



- Sort and describe items by size, color, and/or shape
- Count to 20 and beyond. Count 10 or more objects accurately
- Give the next number in the sequence 1 to 10
- Count 10 items; may use fingers, body parts or other counters, as used in the child's home culture
- Count and group things by number
- Compare groups of up to 10 objects
- Find the sum when joining two sets of up to five objects
- Identify by sight how many are in a small group of objects, up to four
- Use measuring tools in play (such as a ruler, measuring cups, or parts of the body)
- Match and sort simple shapes (circles, squares, triangles)
- Compare size (such as, "I'm as tall as the yellow bookshelf.") Describe objects using size words (big, small, tall, short)
- Compare two objects using comparison words such as smaller, faster and heavier
- Order three objects by one characteristic, (such as from smallest to largest)
- Work puzzles with up to 10 pieces
- Create own patterns with a variety of materials. Describe what the pattern is
- Follow simple directions for position (beside, next to, between, etc.)

SCIENCE

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- Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision
- Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features)
- Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat

- Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more
- Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not
- Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.)
- Measure sand or water using a variety of containers
- Use one sense (such as smell) to experience something and make one or two comments to describe this
- Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live
- Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.
- Talk about changes in the weather and seasons, using common words such as rainy and windy
- Look at where the sun is in the morning, afternoon, evening, and night
- Take walks outside and gather different types of leaves, name colors he/she sees outdoors
- Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc

SOCIAL STUDIES

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- Make a drawing of own family as the child sees it
- Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles
- Describe family members and understand simple relationships (such as, "Marika is my sister.")
- Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it
- Ask questions about similarities and differences in other people (such as language, hair style, clothing)
- Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend
- Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor)
- Enjoy taking the roles of different jobs in pretend play
- Talk about what the child wants to be when he or she grows up
- Play store or restaurant, with empty food containers, receipts, etc
- Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest)
- Recognize where he or she is when traveling in familiar areas, most of the time
- Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations



PRESCHOOL FOR ENGLISH LEARNERS

Four year olds who reside within the Shelton School District boundaries, and whose primary language is other than English, may apply to our Bilingual Preschool Program located at Evergreen Elementary School. The Pre-K Curriculum is designed to expand our students' knowledge by integrating language immersion into fun and engaging age-specific activities in a safe and nurturing environment where cultural diversity is celebrated.

PHYSICAL EDUCATION

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Gross Motor

- Develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright
- Show coordination and balance, such as in walking along a line or a beam
- Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces
- Use both hands to catch
- Throw with good aim
- Kick an object



Fine Motor

- Draw some shapes and lines using a crayon or pencil
- Develop eye-hand coordination, such as in stringing large beads
- Button large buttons, zip and unzip clothing, and open and close other fasteners
- Open and close a blunt scissors with one hand, and cut a straight line.
- Write some letters or numbers
- Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold)

FINE, VISUAL, AND PERFORMING ARTS

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- Draw something familiar. Begin to draw representational figures
- Play make-believe with dolls, toy animals and people
- Dance, sing, drum, use rattles, draw or paint
- Look at artwork from different cultures
- Show an increasing ability to use art materials safely and with purpose
- Understand that different art forms (such as dance, music or painting) can be used to tell a story
- Express self through art and music. Take pride in showing others own creations ("Look at my picture.")
- Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts)
- Show creativity and imagination
- Hum or move to the rhythm of recorded music
- Ask to sing a particular song
- Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances
- Enjoy learning songs and dances from other cultures
- Watch other children dance; try to mimic the movements
- Express feelings through movement and dancing in various musical tempos and styles
- Perform simple elements of drama (such as audience, actors)
- Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life)



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

Self-Awareness

- Identify emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting

Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills

- Communication
- Social engagement
- Relationship building
- Teamwork

Responsible Decision-Making

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating/Reflecting
- Ethical responsibility

© Collaborative for Academic, Social, and Emotional Learning (CASEL)

PARENT-TEACHER COMMUNICATION

Family/school partnerships are essential to a child's education. We encourage families to maintain open communication with teachers and school administration throughout the year. Formal reporting of progress occurs during the following intervals:

- October:** Conference with Teacher
- November:** **End of Trimester 1**
Progress Report
- March:** **End of Trimester 2**
Progress Report
Conference with Teacher
- June:** **End of Trimester 3**
Progress Report



For additional information, please visit your school's website through www.sheltonschools.org

Shelton
School District
Strong Schools Strong Community



Preschool
Curriculum
Expectations
A Guide for Families

Evergreen Elementary | 360-426-8281
Mountain View Elementary | 360-426-8564



GRADUATION MATTERS SHELTON
Ready for Life