



Dozier Elementary School Pre-Kindergarten

Mrs. Ford

bford@ems-isd.net

Mrs. White

cwhite01@ems-isd.net

Prekindergarten Resources:

- CIRCLE curriculum
- Heggerty
- Fountas and Pinnell
- Harmony

Grade Level Goals:

Students who complete this course successfully will be able to:

- Recognize, spell, write first name or common nickname
- Draw pictures and dictate sentences about stories and experiences
- Uses language for different purposes: carrying on conversations/sharing information, answering questions
- Hear and manipulate sounds in spoken language beginning with whole words then to individual phonemes
- Describes and names attributes of shapes (circle, square, triangle, rectangle) such as corner, sides, edges
- Show basic counting readiness and counting to 30 by nonverbal and verbal means.
- Use informal and formal strategies to make a collection larger and smaller.
- Describe and demonstrate attributes of persons and objects and sort them by one or more attribute.

Behavior Expectations:

Students are expected to follow the DUCK way.

D – Do the right thing

U – Use good manners

C – Care about yourself and others

K – Keep on trying and growing

Student Evaluation:

The grading system for prekindergarten is as follows:

- Standards based report card, based on mastery of skills assessed/observed by teacher
- Parents will get feedback on progress in the following developmental domains: Math, Emergent Literacy, Emergent Writing, Alphabet Knowledge, Social Emotional Skills, Language and Communication.

The reporting categories are as follows:

Category	Description
*	Skill not Assessed this Term
1	Support is Needed
2	Student is Approaching Standard
3	Student Meets Standard

Assignments, exams, expectations outside of the classroom:

Students will explore, engage, and learn through a variety of curriculum themes and topics throughout the school year. Students will use prior knowledge and skills while accumulating new knowledge and skills for social and emotional growth. Students will use a variety of texts to comprehend basic literacy skills and extend their vocabulary. Students will practice lifestyle skills that will support them beyond the classroom walls and continue throughout the following school years.

Classroom Expectations:

Students will follow classroom expectations throughout the day. Students will follow the school expectations throughout the day. Students will use classroom etiquette to create a friendly and supporting environment in the classroom and school setting. Teachers will follow classroom etiquette to create a friendly and supporting environment in the classroom and school setting.

Attendance/Tardy Policy/Make-Up Work:

Students will participate in-person, Monday-Friday during normal school hours. Daily attendance will be taken. If a student is not present in the building or complete the work for 90% of required days of learning, the normal truancy process will be followed (TEC, §25.092). Students must be present for 90% of the required days of learning to be promoted to the next grade level or receive credit towards graduation, if in high school. Notes for absences will still be required if a student is not present. To be counted present, students must be at school by 10:00am. School starts at 7:30am. If a student arrives to the school after 7:30am, the student will be marked tardy. Students are expected to be engaged, complete and turn assignments in on time, interact with the teacher, and show progress in the learning.

Academic Integrity:

Academic integrity values the work of individuals regardless of if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.