


The CalSAC Trainer Network
 Deepening Skills, Growing Leaders

The School-Age Training Project

This project is made possible through the generous funding from the California Department of Education Early Education and Support Division.


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Exploring Curriculum Activities
 Module 1.4.1

A CalSAC Module
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The California School-Age Consortium

The California School-Age Consortium (CalSAC) **provides training and advocacy** for afterschool, school-age care, and out-of-school time professionals throughout California.

Since 1982, CalSAC has been working to advance the needs of professionals. Through our focus on **Connections, Competence, and Community**, CalSAC can meet the needs of programs and professionals in the out-of-school time field.

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Getting Started

- Training Agenda
- Bike Rack
- Group Introductions

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Group Agreements

- Choose to be present and engaged in learning.
- Phone off or on vibrate.
- Avoid side bar conversations.
- Agree to disagree.
- Be aware of diversity in the group .
(culture, age, sexual orientation, privileges, gender and experience)

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Today's Objectives

By the end of this module, participants will:

- identify and experience the six curriculum areas included in the CA Content Standards for Public Schools and the California Common Core Standards;
- learn how to include these different curriculum areas in program planning.

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Key Concepts

- Afterschool programs are being asked to integrate academic activities into programming.
- Improving academic performance and achievement requires us to intentionally create opportunities for children and youth to learn and discover.
- Afterschool programs have the unique opportunity to teach academics in engaging ways, steeped in youth development principles and values.

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6 Curriculum Areas

- Language Arts
- Math
- Physical Education
- Social Studies
- Visual and Performing Arts
- Science

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Activity: Curriculum Carousel

- Form 6 groups.
- Chart **the activities** you might offer in that curriculum area on the activities column.
- In the second column **write the challenges** you may have in that area.

Activities	Challenges

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Language Arts

The ability to communicate well is essential.
Communication:

- furthers learning and career development;
- enriches the human spirit;
- fosters responsible citizenship; and
- preserve sthe collective memory of a nation.

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Activity: Language Arts

Acrostic Poems

Acrostic poems can be used with short phrases, or just one word per letter.

Sample

- Z** - zany
- A** - awesome
- C** - creative
- H** - handsome

Sample

- F** - favorite person to be with
- R** - ready to share or listen and talk
- I** - ideally, able to see each day
- E** - even when I am unhappy, makes me smile
- N** - never makes me feel bad about myself
- D** - don't know what I would do without you!

Content Standard: Grade Three 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

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Math

- Math is the subject of logic and coherence.
- Math trains the mind to think analytically, providing the foundation for intelligent and precise thinking.



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Activity: 27 Pop

- Score **27** points, without going over.
- Each player takes a turn rolling two dice.
- Add and continue rolling until the player chooses to stop or **Pop**.
- If the player gets over 27, they **Pop** out of the game.
- If there is a tie, then those players have a play-off round.



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Physical Education

- Physical activity improves physical health, brain function, and overall well-being.
- Physical education focuses on the essential skills and knowledge needed to remain healthy and physically active through life.



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Activity: Spoon Race

- Ready... Set... Go



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Social Studies

This subject emphasizes:

- historical narrative;
- the roles of significant individuals from diverse communities throughout history; and
- conveys the rights and obligations of citizenship.



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Activity: Community Flag

- In your table groups, discuss and create a community flag for your table.
- What do you want other groups know about you by looking at your flag?



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Visual and Performing Arts

- Dance, music, and theater provide knowledge and skills that other subjects cannot.
- The arts also allow students to use their minds in a unique capacity.



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Activity: Day in the Life of a Gumball

- Create a *Gum Ball Story*.
- What may happen to a gum ball?
 - Stick to a shoe?
 - Swallowed?
- Act out the gum ball's situations.
- As one actor leaves the stage, the next actor enters adding to the gum ball's story.

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Science

Science shows connections between:

- population;
- natural resources;
- environmental quality; and
- natural and human-induced hazards.

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Activity: Lima Bean Bags

- Fold wet paper towel and place in bag.
- Place a few lima beans in the bag on one side of the towel.
- Write your name and the date on the bag and hang the bag in a window.
- Keep the towel moist and keep a journal on the changes of the beans.



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Debrief: The 6 Curriculum Areas



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Get Involved with CalSAC:

- **Join a Chapter** in your area!
- **Attend CalSAC's Afterschool and Summer Challenge** at the State Capitol – May 12-13, 2014.
- **Apply to be a CalSAC Trainer!**
- **Join us online:**  Twitter,  Facebook

www.calsac.org

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Thank You and Evaluations

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.



Thank you for your participation!

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1.4.1 Resource Page

Publications:

Haas-Foletta, K. and M. Cogley, *School-Age Ideas and Activities for After-School Programs, 2nd Ed.* Nashville: School Age NOTES, 1995.

Wallace, E., *Summer Sizzlers and Magic Mondays: School-Age Theme Activities*, Nashville: School Age NOTES, 1995.

Whitaker, Daniel, *Games, Games, Games, Creating Hundreds of Group Games and Sports*: Nashville: School Age NOTES, 1996.

Lee, E., Menkart, D., & Okazawa-Rey, M. (1998). (Eds). *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development*. Washington, DC: Network of Educators on the Americas.

Web Sites:

www.cde.ca.gov California Department of Education – site includes publications, content standards, curriculum frameworks

www.naaweb.org National AfterSchool Association – publications, training, etc.

www.AfterSchoolCatalog.com School-Age NOTES site for all of their publications. Sign up for Daily notes sent to your email address.

www.wellesley.edu/WCW/CRW/SAC National Institute on Out-of-School Time (NIOST) – research and information for current best practices in school-age related issues.

www.ed.gov/21steele U.S. Department of Education with information about 21st Century programming.

www.gse.uci.edu/casp/ After-School Training and Resources Center

www.nydic.org National Youth Development Information Center – excellent for programs serving young adolescents and adolescents.

www.scholastic.com Scholastic Resources for educators