

## *Welcome to Our Schools* Curriculum

The CCSD ELL Division is grateful for the generosity of The New York State Office of Temporary and Disability Assistance for providing us the rights to share their *Welcome to Our Schools* curriculum with our teachers. This curriculum was developed for New York Teachers of Refugee students. With this in mind, there are a few lessons that we will be offering adaptation suggestions to address the needs of Newcomer students living in Clark County.

When deciding what modules to teach, keep in mind who your students are and what they need to learn about being in a U.S. school. As they state in their materials, “Instructors should review the Modules and select the materials that would be most relevant to the refugee students (CCSD Newcomers) enrolled in their school system, and most useful when designing lesson plans and classroom activities.” Also, you may have English-speaking students who do not qualify as ELLs who could benefit from the acculturation pieces of this curriculum. A student coming from England speaks a different English and can experience culture shock as they begin living in the U.S. Please use these materials, as they seem appropriate for these students as well.

Please review pages 4-8, Background for Instructors. As you read any of these materials, remember that the authors are in New York, and programs mentioned do not align to CCSD programs. Reading considerations are also attached for you to review before reading each module. We are providing these materials as a starting point for you to be able to develop lessons to meet the acculturation needs of your Newcomer students. Thank you for looking at these materials. The CCSD ELL Division welcomes your feedback on this curriculum as we are offering it to our schools for the first time this year. If you have any questions or need additional supports for your Newcomer students please reach out to our Division at (702) 799-2137. Also, please look at the materials and links specifically provided to address newcomer needs found on our website at [ell.ccsd.net](http://ell.ccsd.net). Most schools have an ELL Student Success Advocate. These staff members receive additional training from the ELL Division and can also act as a resource for you.

## CCSD CONSIDERATIONS

### Module 4: School Rules

#### In this reading...

<b>When it says ...</b>	<b>Think...</b>
refugee	newcomer
Refugee Academy	school site
academic coach	mentor

- Consider images to accompany school rules.
- Elementary: this module can include school and classroom specific rules.
- Videos are not available at this time.

# WELCOME TO OUR SCHOOLS



**BUREAU OF REFUGEE AND IMMIGRANT ASSISTANCE**

**NEW YORK STATE OFFICE  
OF TEMPORARY AND DISABILITY ASSISTANCE**

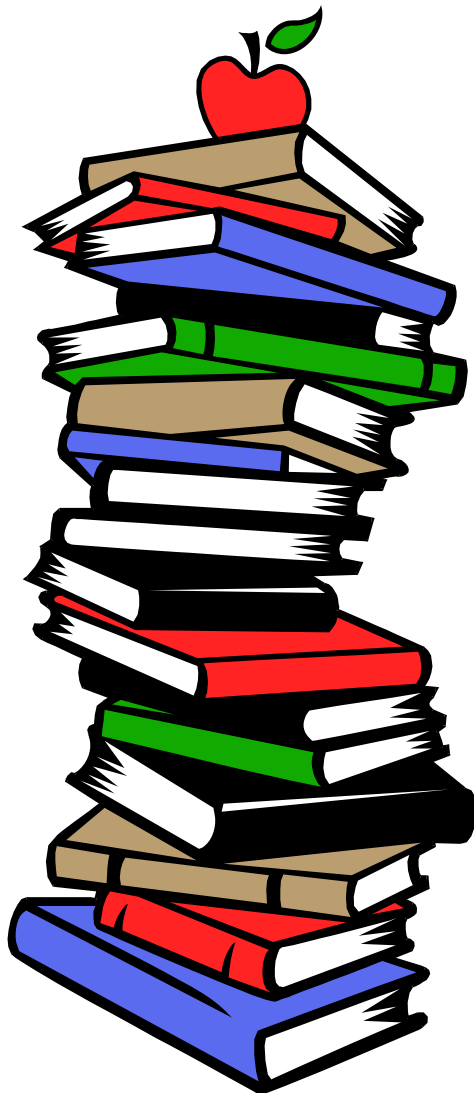
**REVISED 2011  
ANDREW M. CUOMO, GOVERNOR**

The Refugee School Impact Grant (RSIG) *Welcome to our Schools*, which includes Refugee Academy and Mini-Academy Curricula, Parent and Professional Development Programs, a Guide to Academic Coaches, a Guide to the Videos, and the videos *Refugee Student Interviews*, *Refugee Parent Interviews*, *A Day in Elementary School*, *A Day in Middle School* and *A Day in High School*, was developed by the New York State Office of Temporary and Disability Assistance, Bureau of Refugee and Immigrant Assistance (OTDA/BRIA).

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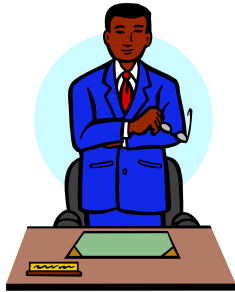
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**MODULE 4**  
**SCHOOL RULES**

## MODULE 4: School Rules

### PURPOSE



The purpose of Module 4 is to familiarize students with classroom procedures.

### OBJECTIVES

*Students will:*

- Understand school rules
- Understand classroom activities and procedures
- Understand the role of teachers and other personnel in schools



### SUPPLIES

***Handout 4 – 1:  
School Rules***

**Six puzzles**

**Supplies for children’s book activity**

**Classroom Jobs chart** from an elementary classroom

**Tables/desks together** for completing puzzles

**Boxes of classroom instructional resources** (5 elementary boxes, 5 secondary boxes), including textbooks, maps, globes, mathematics manipulatives, and other classroom resources for all subjects

**Video:**  
***Refugee Student Interviews***



## MODULE 4: School Rules

### VOCABULARY

#### Elementary Vocabulary

Skills  
Learn  
Ask  
Ask Questions  
Listen  
Pair  
Group  
Raise Hand  
Quiet  
Team  
Classroom  
Rules  
Help  
Teacher

#### Secondary Vocabulary

Knowledge  
Skill  
Interest  
Listen  
Ask  
Ask Questions  
Learn  
Plan  
Textbook/books  
Puzzle  
Puzzle Piece  
Raise hand  
Quiet  
Team  
Classroom  
Rules  
Attendance  
Help  
Teacher  
Principal  
Pair  
Obey  
Detention  
Discipline  
Group



## Key Points – School Rules



### **1. *Students can build knowledge, skills, and interests in school.***

Although some of the students in the Refugee Academy will have attended school in their native countries, they may not have experienced schools that not only build knowledge and skills, but cultivate interests as well.



Most American schools, regardless of the level of resources, value learning experiences for students that capture their interest and inspire their curiosity and motivation. Teachers in general try to encourage students to pursue their interests and to express their ideas and opinions.

For many students in the Academy, it will be the first time they will be able to openly discuss their point of view. They will be exposed to a variety of perspectives, and allowed to share their own ideas on many topics discussed in class. At first this may seem risky to the students, but eventually they should be able to understand that the learning process involves questioning, raising concerns, and analyzing issues from many different angles.

New refugee students may hesitate when they are asked, “What do you think?” or “Do you agree?” They may be afraid to speak up. They may not feel comfortable sharing their point of view, especially if they fear that it contradicts the teacher, the other students, or their family members. Explain that teachers understand that new ideas may conflict with cultural traditions and understandings, and the purpose of education is not to undermine the cultural heritage of students.

Encourage students to listen to discussions, weigh information, check facts, and share what they are thinking. Encourage them to explore new ideas and activities, developing creativity and new interests, without demeaning or rejecting their traditional cultural perspectives.



### **2. *By following basic classroom rules of behavior, students have a better chance to learn.***



In Module 4 students learn about the basic rules in school that are designed to facilitate learning. The expected classroom behaviors that every American student recognizes will not necessarily be so obvious to refugee students.



Rules such as sitting at a desk and facing the front of the room, raising a hand to be called upon by the teacher, and lining up with the class to move to another classroom may all be unfamiliar for new students.

The Refugee Academy provides a chance for the students to learn and practice basic classroom behaviors, to better facilitate learning.



**3. *Some school activities are designed for student interaction.***

Although students in American schools sit in desks for most of the day, there are occasions when they have the opportunity to pull their desks together or sit around a table to meet in groups to work on class projects. Students are often asked to work in teams in physical education, art, and theater classes, and to work in partners in classrooms to correct assignments and solve problems.



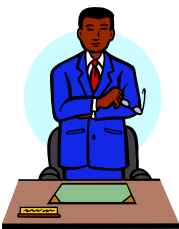
For those new students who have not experienced school, or for those who have attended schools with more rigorous approaches to instruction, the informality of group work may be confusing. The students will need to learn how to participate in a group, especially when every student seems to be talking at the same time. They will need information about how to be assertive and cooperative, and how to lead with confidence and contribute skills and ideas.

They will also need to know what the parameters of group work are, such as monitoring the noise level, focusing on the task, and treating group members with respect.

School activities that are designed for student interaction give new students a chance to show what they know and to make new friends. Module 4 allows them to build the skills that will enable them to participate in groups effectively.



**4. *Teachers enforce the rules and provide assistance.***



Once basic school rules are reviewed in the Refugee Academy, it is necessary to inform students about how the rules are enforced. Explain how teachers take attendance, check for hall passes, warn students about classroom behaviors that are unacceptable, and refer students to the principal or vice/assistant principal (or send them “to the office”) if they are not following classroom rules.

Students should know about the progressive discipline policies in their school district, including the impact of detention, suspension, and expulsion on their academic record and their future.

As disciplinary methods are being described, include information about student rights. Stress that they may ask for assistance from the Academic Coach or the translator if they are having difficulty with a teacher (or fellow student), or are sent to the principal's office for discipline.

Most important, emphasize respect for classroom teachers. New students may not understand that one student or a class of students disrespecting a teacher is not acceptable behavior in school. Explain to them how they can request assistance if they feel that they are unwillingly becoming involved in classroom behavior that is disruptive and interfering with their ability to learn.

# ACTIVITIES

## ACTIVITY #1: SCHOOL RULES

Grades K-5, 6-8, 9-12 (45 minutes)

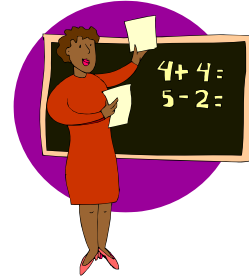
### In this activity:

Students will learn about school rules and will have the chance to practice them.

The younger students may need more time to practice basic classroom behavior such as raising their hands to speak, lining up to walk through the halls, and quietly working in pairs on classroom assignments.

Older students (grades 3-12) will need information about how to ignore distractions in the room, especially if they are tempted to be part of a group that is not paying attention.

All students will need reassurance that there are occasions when teachers will allow conversations and social interactions if the students are still concentrating on their work and cooperating with each other. The teachers will inform the students about expected behavior.



- Distribute *Handout 4-1: School Rules* and discuss the illustrations, asking students to practice the school rules.

- Keep some textbooks and supplies in a locker and determine when would be the best time to stop at the locker. Keep it locked and do not allow other students to have access to the locker.
- In elementary classrooms, school supplies and backpacks will be kept in the classroom. Clothes for physical education may be locked in a locker room. When the class moves to another classroom, all students line up quietly and leave their supplies in their classroom.
- Enter the classroom and go straight to an assigned seat. Face the teacher and listen. If other students are not paying attention and are talking, continue to face the teacher, put hands on the desk, and focus on the teacher.



- Raise a hand to be called upon or to add to the conversation. Raise a hand to ask permission to leave the seat or the room. Do not wave hands or shout out.
- Students are obviously allowed to talk when working in pairs, but sometimes the noise level in the classroom can get too loud. Demonstrate signals for class quiet:



- Finger on lips
- Teacher hand in air
- Teacher standing quietly
- Classroom lights on and off “quiet”, “shhhhh”, “attention, please”


Students are also expected to be quiet during announcements on the public address system and during fire drills and evacuation/lockdown drills. (See *Module 12*)

- When working independently on a test, students should refrain from talking to other classmates. If they have any questions, they should raise a hand or approach the teacher’s desk.

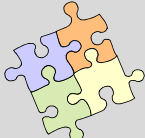
- The students will probably begin the day with the Pledge of Allegiance. The instructors can inform the students about this routine and the appropriate behavior during the pledge.



- In group activities such as those shown on the handout, students may be allowed to quietly socialize, but are expected to focus on the task at hand. Teachers will have different rules about what is allowed, depending upon the style of the teacher and the type of activity.



## Discussion Questions



**What should you do if students next to you are talking when the teacher wants quiet?**

- Face forward.
- Do not interact or get involved.

**What if the other students near you are having fun and you want to join them?**

- Remind students that the purpose of school is to learn.
- Some classes will allow social interaction.
- Assess the situation to determine if social interaction is acceptable to the teacher.

**When should you be quiet in school unless you have a question?**

- Walking in the halls (elementary)
- Class study time
- Library
- Study Hall
- Assemblies

**When can you talk and laugh, but not too loudly?**

- Bus
- Hall (secondary level)
- Physical Education
- Group projects

**How do you ask a teacher for help?**

- ESL program/Academic Coach
- Raise hand
- After class
- Parent calls
- Study Hall
- Guidance counselor

- E-mail, if appropriate
- Approach the teacher's desk, if it is allowed.
- If quiet is required, ask a teacher, not a student.

**What if you don't want anyone to know you need help?**

- Discuss the importance of seeking out an adult to ask for help. Provide options, including the Academic Coach.
- Suggest discreet ways of asking for assistance.

**How can the Academic Coach help?**

- Describe the role and availability of the Academic Coach.

## **ACTIVITY #2: WORKING IN GROUPS**

### **In this activity:**

Elementary students will learn about the responsibility of taking care of their classroom.

Secondary level students will have the opportunity to practice working on a task in groups.

For all ages, emphasize how it is important to share tasks in the classroom and in learning activities. Students can demonstrate their willingness to help out and share, even if they cannot speak English.



**Grades K-5 (45 minutes)**

- **Show a typical classroom jobs chart** from a local elementary classroom.
- With the class, **identify and assign classroom jobs** for the Academy, such as:



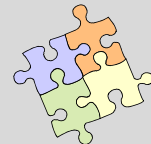
- Watering plants
  - Feeding fish/animals
  - Collecting papers
  - Distributing handouts
  - Leading the line.
- Use the model chart or create a chart on the chalkboard.
  - Switch jobs two or three times to give students a chance to experience the responsibility of different jobs.

## Grades 6-8, 9-12 (45 minutes)

- Divide the class into groups of 3 or 4 and discuss basic rules about working in groups:
  - Take turns.
  - Include all group members.
  - Help and share.
  - Discuss how it is important to ask for clarifications.
  - Demonstrate how asking for help can be done in English or nonverbally.
- Give each group a puzzle to complete *as a group*.
  - Discuss how to work together to put the puzzle together.
  - Show how puzzles are put together for those students unfamiliar with the process. (Some students will never have seen a puzzle before.)
  - After completion of the first puzzle, rotate students so that they work with new students on a new puzzle.



### Discussion Questions



#### **How did you work together to put the puzzle together?**

- Discuss how the students shared.
- Point out different skills that were used by the students.
- Comment on how students can learn from new experiences, and that some activities are easier when peers provide assistance.



### **Was it hard to do?**

- There will be varying reactions to this question. Point out that some people love to do puzzles, while others find them frustrating. Puzzles take practice and skills can improve. They can be challenging, but fun to do.
- Without pointing out specific students, discuss how some personalities can dominate a group. Discuss how respectful leadership can be a positive influence in a group, but interrupting and trying to control the group can slow the activity down and cause friction and discomfort. Discuss the qualities of a positive group member.

### **Was it fun working in a group?**

- Point out the noise level of enjoyment
- Discuss how groups can be difficult at times because of different personalities and skill levels.
- Some students who were not able to participate effectively because they were not fluent in English might have been frustrated. Reassure students that it will take time to be able to be a full participant in groups, but they should always make an effort to contribute to group activities.
- Instructors should identify strategies that students employed to help out the group, even if they could not speak English.

### **What are some puzzles or problems about going to school that you would like to solve with the help of a group?**

- Provide suggestions that the class can discuss in groups, such as where to buy school supplies, what to bring to school on the first day of class, and how to make new friends.

## **ACTIVITY #3: CLASSROOM RESOURCES**

### **In this activity:**

Refugee students will have the opportunity to find out what instructional resources are readily available in classrooms. They may not realize that the schools will provide textbooks and other free materials that can be used in the classroom or can be borrowed for homework and research.



To help students become familiar with the resources, they will be shown each item in a box of instructional materials, and then will be asked to look through the resources to find specific information.

Emphasize that the materials need to be signed out, returned on time, and treated carefully since they are the property of the school. They may be distributed at the beginning of a class, and then collected at the end of the class.

**Grades K-5 (45 minutes)**

### **Can You Find?**

- Divide students into groups of 4 or 5. Provide each group with a large box of instructional resources, including textbooks, library books, math cubes and manipulatives, workbooks, small globe, flash cards, etc.
  - Ask students to look through the box to see what types of resources they will find in their classrooms. Ask the groups to work together as a team to locate the following items, one at a time:

A page of math problems

Workbook for writing

A map of the world

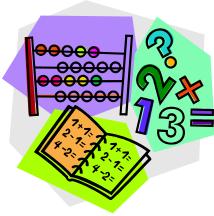
Story to read

Math tools (specify)

Picture of a science experiment

(Add easy-to-locate items, depending upon resources.)

**Grades 6-8, 9-12 (15 minutes)**

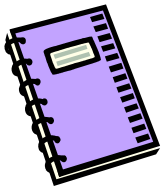


- Show and pass around resources from a large box of instructional materials, including textbooks, library books, math cubes and other math manipulatives, workbooks, small globe, flash cards, and so forth.
- Explain to students:
  - Resources are stored in classrooms.
  - Students may often sign out resources, or they are distributed routinely in class.
  - The materials are free to all students to use in class or borrow.
  - Students will be provided with assistance with materials written in the English language.

## **ACTIVITY #4: SCHOOL DISCIPLINE**

**Grades 6-8, 9-12 (15 minutes)**

- Discuss the district/school policies about discipline. Reassure students about:
  - No corporal punishment
  - Warnings before detention
  - Student rights
  - Role of the Academic Coach
  - The negative repercussions of befriending students with a history of disciplinary problems
  - Appropriate responses to hall monitors, teachers, aides, administrators, school police officers
  - Role of the translator
  - Role of the parent
- Discuss commonly used disciplinary terms used by adults in schools, and appropriate responses to questions that students may be asked by adults:
  - Where are you supposed to be?
  - Do you have a hall pass?
  - What are you doing?
  - What are you up to?
- Discuss paperwork such as referrals.
- Show disciplinary forms/slips used by teachers.
- Discuss the impact of discipline, including phone calls to parents, meetings with the principal, and detention, suspension, or expulsion.



## JOURNAL TOPIC

### Grades K-5

Draw a picture of how you can follow the school rules.

### Grades 6-8

Draw or write about how the rules will help you to learn.

### Grades 9-12

Draw or write about how the school rules will be new and may be hard to follow all of the time. How will you respond if you are corrected by an adult?



## SUGGESTED ADDITIONAL ACTIVITIES

- Meet the principal and others responsible for school discipline.
- Practice school rules in the hallways and classroom.
- Invite classroom teachers to talk about the rules of their classrooms and show the job charts that they use.
- Provide more complicated puzzles and other manipulative games for group activities.
- Meet classroom and lunch room/recess aides, hall monitors, school law enforcement, and other adults who routinely interact with students in school
- Practice responding to disciplinary questions such as “Are you paying attention?” and “Where are you supposed to be?”
- Show the video *Refugee Student Interviews* using the *Guide to the Videos*

