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Kids Club Programs

**Literacy through Science:**

Boys & Girls Club of Greater Salem introduced new STEM project based learning activities through reading, writing, and visual arts. All of our lessons correlated directly with the Common Core State Standards in Science, English, and Language Arts. Our program provided meaningful and engaging connections for the members from the school day to our after school program, while also giving them the opportunity to think critically.

 **Framework for 21st Century Learning:**

Creativity and innovation, critical thinking and problem solving, communication, collaboration, media literacy, information literacy

**(Massachusetts Science and Technology/Engineering Standards)**

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment.

K-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.

 K-LS1-2(MA). Recognize that all plants and animals grow and change over time.

K-PS1-1(MA). Investigate and communicate the idea that different kinds of materials can be solid or liquid depending on temperature.

1.K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change that can be solved by developing or improving an object or tool.\*

1.K-2-ETS1-2. Generate multiple solutions to a design problem and make a drawing (plan) to represent one or more of the solutions.\*

2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.

2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.

3-LS4-1. Use fossils to describe types of organisms and their environments that existed long ago and compare those to living organisms and their environments. Recognize that most kinds of plants and animals that once lived on Earth are no longer found anywhere.

3-5-ETS1-1. Define a simple design problem that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost that a potential solution must meet.\*

3.3-5-ETS1-2. Generate several possible solutions to a given design problem. Compare each solution based on how well each is likely to meet the criteria and constraints of the design problem.\*

3.3-5-ETS1-4(MA). Gather information using various informational resources on possible solutions to a design problem. Present different representations of a design solution.

**Club Read:**

Club read is a program geared towards kindergarteners who do not have homework. A staff carefully chooses a book that will spark curiosity and discussion within the group. There is a follow up activity related to the book they read and they also work on vocabulary. By the end of the school year we encourage our young readers to read each other.

 **Framework for 21st Century Learning:**

Creativity and innovation, critical thinking and problem solving, communication, collaboration, information literacy, leadership and responsibility.

**(Massachusetts Curriculum Framework for ELA & Literacy)**

MA.1.With prompting and support, ask and answer questions about key details in a text.

MA.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book

MA.2. With prompting and support, retell familiar stories, including key details.

MA. 6 With prompting and support, name the author and illustrator of a story and define the role of each in the story.

MA.10. Actively engage in group reading activities with purpose and understanding.

**Smart Girls Club:**

The Smart Girls Program is a great opportunity for young girls to gather in a comfortable social atmosphere with other girls of a similar age. The main goal of the program is to promote a healthy lifestyle for young girls by developing positive lifelong nutritional, adopt healthy exercise routines, talk about self-esteem, emotions, friends and much more.

 **Framework for 21st Century Learning:**

Global awareness, health literacy, environmental, literacy, creativity and innovation, critical thinking and problem solving, communication, collaboration, media literacy, information literacy, initiative and self direction, leadership and responsibility.

 (Massachusetts Comprehensive Health Curriculum Framework) PreK–12 STANDARD 2: Growth and Development

 1.8 Describe the influence of health habits on growth and development

 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle

 3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks

 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships

**Fitness Boot Camp:**

A program dedicated to make a positive lifestyle change for our children. Kids get the opportunity to develop healthy habits and play outdoor games. This program give kids of all abilities a chance to be active, make healthy choices and teach them to feel good about themselves in a safe and fun environment.

 **Framework for 21st Century Learning:**

Health literacy, communication, collaboration, flexibility and adaptability, initiative and self direction, leadership and responsibility.

(Massachusetts Comprehensive Health Curriculum Framework) PreK–12 STANDARD 2: Physical Activity and Fitness

 2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance

 2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams

 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle

 2.6 Identify the major behaviors that contribute to wellness

**Lego Club:**

In this program, club members build structures with legos while also showing them that the plastic chunks have a huge educational worth. Through Lego club they learn shapes, fractions, spatial and proportional tasks, and composing and decomposing. These kids also set weekly goals for themselves to finish their activity of the week.

 **Framework for 21st Century Learning:**

Creativity and innovation, critical thinking and problem solving, communication, collaboration.

**(Massachusetts Curriculum Framework of Mathematics)**

 K..MD - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

 K.G - 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

 1. MD - 1.Order three objects by length; compare the lengths of two objects indirectly by using a third object.

 2.G - 3. Partition rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

 3.NF- 1.Understand a fraction **1**/***b*** as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction ***a***/***b*** as the quantity formed by *a* parts of size **1**/***b***.

**Puppet Theatre:**

Puppet theatre is a program that serves as an introduction to theatre for our kids club members. In this program they will learn set design, puppet making, and script reading which will culminate into a final performance.

 **Framework for 21st Century Learning:**

Creativity and innovation, critical thinking and problem solving, communication, collaboration, information literacy, productivity and accountability, leadership and responsibility.

**(Massachusetts Arts Curriculum Framework) PreK–12 STANDARD 1: Acting**

1.3 Pretend to be someone else, creating a character based on stories or through **improvisation,** using **properties** (props), costumes, and **imagery**

1.4 Create characters through physical movement, **gesture,** sound and/or speech, and facial expression

1.5 Learn lines, observe, listen, and respond in character to other actors

2.2 Read plays and stories and identify characters, setting, and action

2.3 Develop dramatic dialogue for characters from a folktale told in prose

2.4 Create a scene or play with a beginning, middle, and end based on an original idea, a story, or other forms of literature (fiction, nonfiction, poetry)

**Art Club:**

In art club, students will get a chance to talk about the color wheel, learn about sketching techniques and drawing real life objects, learn about different artists and styles from the past, they will get a chance to paint a self portrait on a canvas and more!

 **Framework for 21st Century Learning:**

Creativity and innovation, critical thinking and problem solving, communication, collaboration, information literacy, initiative and self direction, social and cross-cultural skills, productivity and accountability.

**(Massachusetts Arts Curriculum Framework) PreK–12 STANDARD 1: Methods, Materials, and Techniques**

1.1 Use a variety of materials and **media,** *for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns,* and understand how to use them to produce different visual effects

1.2 Create artwork in a variety of **two-dimensional (2D) and three-dimensional (3D) media,** *for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for* ***assemblage*** *and construction*

1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques. Learn to take care of materials and tools and to use them safely

2.1 For **color,** explore and experiment with the use of color in dry and wet media

 Identify **primary** and **secondary colors** and **gradations** of black, white and gray in the environment and artwork.

**Dance Club:**

The dance club gives kids the chance to build coordination and confidence while also working on being flexible and creative. It gives children the chance to express themselves through dance and music.

 **Framework for 21st Century Learning:**

Health literacy, creativity and innovation, critical thinking and problem solving, communication, collaboration, flexibility and adaptability.

**(Massachusetts Arts Curriculum Framework) PreK–12 STANDARD 1: Dance Skills**

1.7 Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances

1.16 Demonstrate increased flexibility, strength, **agility,** coordination, articulation, and appropriate alignment in performing extended movement sequences.

1.21 Maintain a positive body image

2.2 Create a dance phrase with a beginning, middle, and end; be able to repeat it, with or without music

**Yoga Club:**

Yoga Club will promote peace, health, strength and flexibility for kids ages 5-10! Yoga is a system of breathing techniques and postures to strengthen bones, stretch muscles, improve blood circulation and develop flexibility of joints and ligaments. Each session is about 45 minutes and it works as an instant way to relieve tension and loosen up.

 **Framework for 21st Century Learning:**

Creativity and innovation, critical thinking and problem solving, communication, collaboration, information literacy, productivity and accountability, leadership and responsibility.

**(Massachusetts Arts Curriculum Framework) PreK–12 STANDARD 1: Dance Skills**

1.2 Develop **strength, flexibility, balance,** and **neuromuscular coordination**

1.6 Demonstrate partner skills of copying, leading, following, and **mirror imaging**

**Basketball and Football Club:**

This club allows young players the chance to play the sports they love while also learning about sportsmanship. The children get the chance to further develop their basketball or football skills.

**Framework for 21st Century Learning:**

Health literacy, creativity and innovation, critical thinking and problem solving, communication, collaboration, flexibility and adaptability.

(Massachusetts Comprehensive Health Curriculum Framework) PreK–12 STANDARD 2: Physical Activity and Fitness

 2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams

 2.7 Demonstrate responsible personal and social conduct used in physical activity settings

**Brain Games:**

This club allows children to be in a small group setting while playing games that are good for the brain! The children play outrageously fun board games, solve puzzles and challenges, decode answers and more.

**Framework for 21st Century Learning:**

Creativity and innovation, critical thinking and problem solving, communication, collaboration, information literacy, initiative and self direction.

**Power Hour:**

An engaging homework help and tutoring program which provides children with the help and assistance they need to ensure that the task is completed, and to ensure the quality of the task performed. Our club professionals provide strategies and resources so kids become self directed learners.

**Framework for 21st Century Learning:**

Environmental literacy, critical thinking and problem solving, communication, information literacy, initiative and self direction, productivity and accountability, leadership and responsibility.