



SAINT AGNES
S C H O O L



The smartest start for your child

WELCOME TO SAINT AGNES SCHOOL

St. Agnes School cultivates intellectual growth while engaging heart and spirit. We provide a safe, caring, family-like environment. We awaken a lifelong love of learning through a blend of traditional and progressive educational approaches. We encourage creativity and confidence in the core subjects supported by extensive opportunities in art, foreign language, music and technology. We provide a strong foundation in literacy. We welcome children of all faiths from three years of age to third grade to experience an excellent primary education.

As Lake Placid's only early learning center, St. Agnes School meets the needs of developing young students whose parents want their children's first academic and social experiences to be great ones.



EDUCATION

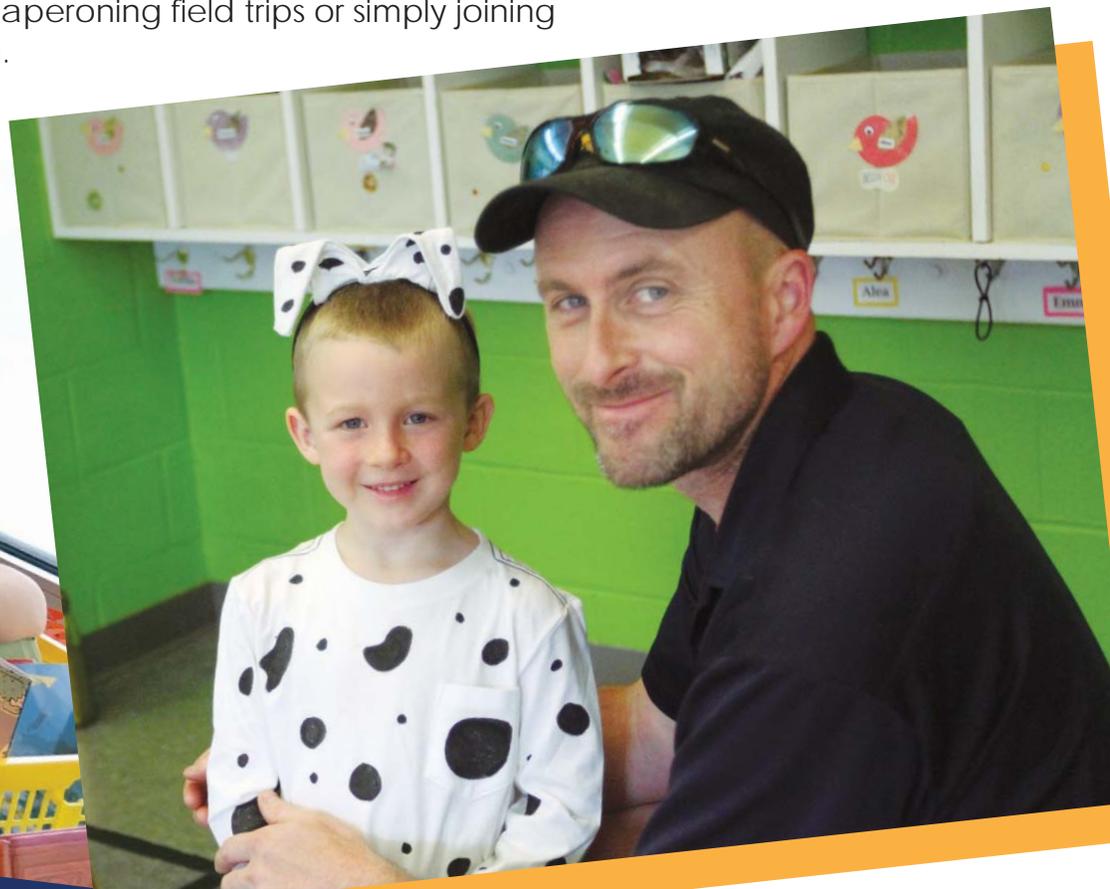
Our academic program adheres to and expands upon the New York State Common Core Learning Standards with special attention to best practices put forth by the National Association for the Education of Young Children. In our vibrant and nurturing setting, we are able to foster cooperative and experiential learning while individualizing instruction to create happy, proficient, lifelong learners.

FAITH

We share with parents the responsibility of fostering the spiritual growth of children of all faiths. Religious education and character development are components of the St. Agnes curriculum. We encourage students to grow religiously, spiritually and morally, as well as physically, socially and intellectually. Students begin to establish their own beliefs and values and respect those of others.

FAMILY

The role of St. Agnes parents and caregivers cannot be overstated. Family involvement is integral to each student's education. Opportunities for involvement include joining our many celebrations, volunteering in our classrooms, offering an arts activity or presentation, participating in the PTO, chaperoning field trips or simply joining us for lunch in the cafeteria.





PRE-KINDERGARTEN FOR 4-YEAR-OLDS

SOCIAL DEVELOPMENT

Our teachers practice “whole-child development,” nurturing children’s social and emotional growth by providing a range of one-on-one, small group and full class learning opportunities. Students listen, share, take turns and problem-solve in our learning, play and technology centers. These habits are reinforced by participation in “specials” like gym and French.

SCHOOL READINESS

Pre-academic and skill-building opportunities include learning to spell and identify one’s name, the ABC’s, letter sounds, number identification, counting, quantity discrimination, shape names, and listening and speaking. We use learning standards from the Pre-K Foundation for the Common Core and the National Association for the Education of Young Children (NAEYC) as a framework for our curriculum.

ENRICHMENT THROUGH PLAY

Providing plenty of time for play allows children to develop their imaginations, physical dexterity and cognitive abilities. Emerging interests are identified and supported through play. For this reason, our daily schedule balances student-guided and teacher-guided opportunities for play in the classroom, on the playgrounds, and in our well-equipped gymnasium.

PRE-KINDERGARTEN FOR 3-YEAR-OLDS

IMPORTANCE OF PLAY

Our three-year-olds have an abundance of opportunities to engage in structured and unstructured imaginative and creative play. Our children explore how things work by using art materials, playing at our learning centers, and partaking in songs and games. Physical activity is a big part of our curriculum, and children have access to two playgrounds and a well-equipped gymnasium.

WORKING WITH OTHERS

Three-year-olds are supported as they make new friends, learn to share, and work closely with caring adults and in small peer groups. Children learn and feel safe within our predictable and enjoyable school routines. We create classrooms that promote self-expression and self-awareness, and we cultivate important social skills such as listening, sharing and taking turns.

FOUNDATIONAL SKILLS

Teachers carefully plan schedules and curriculum that encourage cognitive, physical and emotional development. Children are introduced to books, letters, patterns, counting, puzzles, games and interesting objects. Music, art and dramatic play are often incorporated to ensure that learning multi-sensory and interactive.



KINDERGARTEN

We believe that Kindergarten students learn best when they're actively engaged and having fun. Our child-centered curriculum incorporates activities that improve coordination; develop language, reading and writing skills; and encourage problem solving and social awareness. By embedding skills and content into all aspects of the curriculum, academic learning that children may otherwise find tedious is transformed into something in which they readily participate.

St. Agnes Kindergarten students are exposed to all NYS Common Core Learning Standards. The outcome of our Kindergarten design is simple: every child is prepared for his or her journey through school and has gained a love of learning.

1ST – 3RD GRADES

In 1st, 2nd and 3rd grades, learning abounds. The curriculum encourages students to explore, discover and build upon individual strengths and talents. We use a whole child approach to education. Our skilled teachers design grade-level curricula with students' cognitive, academic and social growth in mind.

Educational research demonstrates that the quality of instruction students receive in the elementary grades often determines future school success. We aim to encourage students in 1st, 2nd and 3rd grades to become skillful and confident learners in language arts, math, science, and social studies.





ART

In our art classes, children joyfully express themselves and complete multi-step, creative projects using paint, clay and fiber. In addition to building fine motor skills, art classes encourage inventiveness and decision-making.

FRENCH

French instruction is divided into thematic units in which students learn about life in France, Mardi Gras, famous French people, and landmarks of Paris. Special emphasis is placed on vocabulary and speaking.

MUSIC

The music program at St. Agnes exposes children to rhythm, song and theatre. Students sing, dance, play instruments and practice for shows, including a Christmas concert and a spring musical.

PHYSICAL EDUCATION

Gym class at St. Agnes develops sports-specific skills, coordination and balance, and good sportsmanship. Gym is also a time when our children can simply be active and learn healthy habits.

SCIENCE

Science at St. Agnes is a hands-on exploration of the natural world. Using the Next Generation Science Standards as a guide, students design and implement experiments that reinforce scientific thinking. Students learn to ask questions and look for answers in a fun, experiential and thought provoking environment.

LASTING LESSONS

In Lasting Lessons, students gain self-awareness and respect for others practicing skills such as being honest, developing courage, and articulating feelings. As the year progresses, other social dynamics are explored, including developing manners and recognizing bullying.



FAITH FORMATION

Students are encouraged to deepen their faith through understanding the teachings of the Catholic faith. Daily lessons use developmentally appropriate texts and hands-on projects. Students learn to embrace gospel values and acts of kindness, and they come to understand that we are all God's children, we are all special in His eyes, and we are called to serve Him by serving one another.



TRADITIONS AND CELEBRATIONS

100th Day of School Party
Afterschool Program
Authors' Night
Blessing of the Animals
Catholic Schools/
Spirit Week
Christmas Bazaar
Christmas Concert
Crowning of Mary
Dr. Seuss Week
Geography Night
Grandparents Tea
Halloween Parade
Mock Elections
Reading Olympics
Restaurant Nights
Science Fair
Spring Gala
Spring Musical
Summer at St. Agnes
(day camp)
Tucker Farms Fall Trip
Whiteface Lodge Holiday
Party

Lead Teachers



Catherine Bemis
Principal and
curriculum leader

B.A., M.A., M. Ed.,
NYS certification
Years at St. Agnes: 8

At St. Agnes we individualize instruction and create a developmentally appropriate and dynamic learning environment where children love to learn and are successful.



Madonna Barney
Pre-K 4

A.A., CDA
Years at St. Agnes: 9

Preschool children learn best when they are provided a safe and truly enjoyable atmosphere, one in which they are valued and their physical and social/emotional needs are met.



Alicia Brandes
Pre-K 4

B.A., M.S.,
NYS certification
Years at St. Agnes: 4

I strive to find the areas in which a student feels successful and then help him or her build upon those skills. Students are more open to learning in a safe and enriching environment.



Lacey Dukett
2nd and 3rd grade

B.S., M.S.,
Years at St. Agnes: 4

Every classroom is a unique learning community, made up of students with various interests, abilities, and learning styles. I teach to the needs of each child so that all can feel capable and be successful.



Christy Favata
1st grade

B.B.A., B.S.
Years at St. Agnes: 2

I see each child as a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.



Jessica Field
Pre-K 4

B.S., M.S.,
NYS certification
Years at St. Agnes: 3

I focus on all aspects of development to maximize learning opportunities. Nurturing students' creativity and self-esteem is essential, as is maintaining open communication with their families.



Kerry Keating
Kindergarten

B.S., M.S.
Years at St. Agnes: 9

Kindergarten is a magical year, and a positive classroom culture is vital for learning. When kindness and respect are fostered, children are able to engage freely and participate confidently.



Crystal McComber
Pre-K 3

CDA
Years at St. Agnes: 3

Children thrive in an environment that balances structured and unstructured creative play. I enjoy incorporating art, music, and children's literature, and designing learning centers that spark children's interests.

Faculty and Staff



Father John Yonkovic
Pastor



Marcia Bugbee
Religion



Tina Benway
Maintenance



Kristen Clark
Pre-K 4



Jessica Deeb
Music



Jason Haeen
P.E., Maintenance



Lorrie Hoffman
Pre-K 4



Lori Hunt
School Age Aide



Pam MacDonald
French



Kathleen Murphy
Administrative Assistant



Nicole Osgood
Science



Angela Price
Advancement



Andrea Tapia
Pre-K 3



Katie Turner
Art



Alanna Tyo
Pre-K 4



Pre-K 3 Curriculum

Overview

The Pre-K 3 program follows the principles of child development as well as the New York State Common Core Learning Standards. The physical, social, emotional and cognitive domains of child development are interrelated, and our curriculum is designed accordingly.

English Language Arts

During the Pre-K years, children's experiences with communication and literacy lay a foundation for elementary school success. Children develop listening, comprehension and phonological awareness. They learn that letters form words. They learn what books are and how to use them. We use the *Happily Ever After* reading program.

Reading

Children participate in activities throughout their day that build vocabulary and comprehension skills. They begin to participate with confidence in group discussions. They perform such tasks as drawing letters, painting letters and writing simple words.

Math

Children are challenged to explore ideas about patterns and relationships, order and predictability, and logic and meaning. In Pre-K 3, we nurture their exploration of ideas, which include number patterns, measurement, shape, space, and classification. They learn to count to 20 and recognize numbers 1-15. We use puzzles, games, and interesting objects to explore these concepts.

Science

In the Pre-K 3 classroom, children are exposed to a multi-sensory, interactive and stimulating environment. We investigate and experiment to discover information. Children are encouraged to ask questions, make predictions and communicate their observations.

Social Studies

Pre-K children use social interaction to develop an awareness of self as a growing individual. They learn about their own needs, interests, and abilities and how they are similar to and unique among their peers. Daily activities include interacting with other children and teachers one-on-one and within groups, mak-

ing good choices, and expressing ideas and feelings in socially acceptable ways.

We subscribe to *My Big World with Clifford*, which provides young learners a variety of information about life experiences, animals and various cultures.

Religion

Pre-K 3 students develop a genuine love for God. They learn about loving themselves and their peers. They learn that prayer is a way to talk to God.

Pre-K 4 Curriculum

Overview

The Pre-Kindergarten curriculum is designed to meet the National Education Standards and NY State's Common Core Learning Standards in a developmentally appropriate manner. The curriculum is designed to prepare children for a positive Kindergarten experience.

English Language Arts

Expectations: In Pre-K 4, our focus is on preparing children for later reading success, and building a foundation of language and literacy skills. Children are learning oral language and emergent reading skills (phonological and phonemic awareness, print knowledge, and storytelling) through small and large group instruction as well as during center time.

Reading

Expectations: In Pre-K 4 students work on letter and sound identification, rhyming and knowledge of books. By the end of Pre-K students are expected to have a solid knowledge of print concepts and interest in books. Children are expected to be familiar with a level A reader going into Kindergarten.

Written Curriculum: We use *Fountas and Pinnell* guided reading and *Wilson's Foundations* for phonemic and letter formation. Once students are ready, they meet in small groups and practice their reading skills. Children also have time for silent or personal reading that a teacher monitors. Students are assessed regularly as they progress through book levels.

Math

Expectations: Children spend the year working on shape and number identification, practic-

ing rote counting, patterning, sorting and one to one correspondence. Students use manipulatives to master their skills.

Written Curriculum: Classroom math experiences are based on Engage NY Pre-Kindergarten Math modules, which use interactive mini lessons, small and large group instructions, centers based activities, and hands on projects to foster a love of numbers.

Social Studies

Expectations: Children in preschool learn social studies through exploring themselves and the world around them. Children explore through themes such as “all about me, “friends and family,” and “community.”

Science

Expectations: Preschoolers are naturally experimenters and testers. Throughout the year children are encouraged to make observations and predictions about the world around them. They are able to experiment, predict and make conclusions about what happened. Children are provided with hands-on materials and multi-sensory experiences to develop skills associated with scientific discovery.

Written Curriculum: Students explore science and social studies topics through Engage NY modules developed for Prekindergarten.

Lasting Lessons

Expectations: Children throughout the year have “lasting lessons” that help to develop their social-emotional skills. Children focus on social development through activities and stories.

Written Curriculum: A variety of trade books and games are used to assist students in developing social skills.

Kindergarten Curriculum

Overview

The Kindergarten program combines up-to-date published curriculum guides and the NY State Common Core Learning Standards to create a developmentally appropriate process for learning early academic skills.

English Language Arts

Expectations: In Kindergarten, children focus

on learning letter-sound association, phoneme segmentation, and the encoding and decoding of words. Students also explore rhyming, word families, and sight words, as well as begin vocabulary comprehension and prediction.

Written Curriculum: The Kindergarten uses *Foundations*, a reading program by Wilson Language. This program incorporates a variety of approaches to developing letters and language skills.

Reading

Expectations: At the Kindergarten level, reading ability varies greatly. Children are encouraged to blend sounds together to read short fiction and nonfiction passages fluidly and with comprehension by the end of the year.

Written Curriculum: We use *Fountas and Pinnell* guided reading in Kindergarten. Children meet in leveled groups several times a week to practice listening and speaking to one another. A teacher facilitates this process. Students also have daily opportunities for independent reading. Children progress through book levels based on their reading accuracy and fluency.

Math

Expectations: Children spend the first part of Kindergarten working on one-to-one correspondence, and number identification and manipulation. Children become comfortable with identifying numbers and counting to establish a total. We introduce single-digit addition and subtraction, as well as three-dimensional shapes and the basics of time, measurement, and money.

Written Curriculum: Kindergarteners use *Go Math!* by Houghton Mifflin Harcourt Press. This curriculum is based on the National Education Standards and the New York State Common Core Learning Standards and provides a rigorous pace for students to get acquainted with numbers.

Social Studies

Expectations: Children learn about their environment during Kindergarten Social Studies through a variety of explorations of their own culture and those of other people. By the end of the year students are able to identify land and water bodies on maps, understand the basic needs and wants of people, and realize



how their own lives compare and contrast with those around them.

Written Curriculum: *Studies Weekly*, a newspaper-based curriculum, guides discussions and provides interactive stories and activities that are supplemented by classroom projects.

Religion

Expectations: Students learn about God's love and his creations in Kindergarten. They are encouraged to use these lessons to show their classmates and families love and kindness.

Written Curriculum: Students explore religion through project based learning and hands on activities using Loyola Press' *God Loves Me*.

First Grade Curriculum

Overview

The first grade program promotes intellectual growth and spiritual, emotional, social and physical development. The curriculum is designed according to the National Educational Standards and the NY State Common Core Learning Standards. Catholic and Christian values are also intertwined throughout the academic day. Content areas are complemented with a creative approach intended to make lessons relevant to my group of learners. Students are invited to bring in books, objects, and information from home that may add to units of study. A partnership between home and school is fostered by sending home notes with pertinent information and by encouraging parents' questions or concerns.

English Language Arts

Expectations and Written Curriculum: *Foundations* is a phonics-based Language Arts program that integrates reading fluency, phonics/word study, handwriting, phonemic awareness, comprehension strategies, and spelling. The program comes alive with multi-sensory, structured language activities.

Reading

Expectations and Written Curriculum: Students benefit from guided and independent reading as they practice comprehension of various genres of literature, including informational text. The classroom library contains hundreds of books – picture books, easy readers, chap-

ter books and informational books from which students are welcome to choose. Throughout the day, children are encouraged to read when they have completed assignments and learn that with lots of reading practice they can explore any subject they wish.

Writing

Expectations and Written Curriculum: Students express their thoughts in writing and apply the conventions of written language. In a first draft, students record all their thoughts so they won't be forgotten, then rewrite using helpful revision guidelines.

Listening and Speaking

Expectations and Written Curriculum: Students contribute to discussions about first grade topics and are encouraged to express their own ideas. Positive feedback promotes continued participation by teaching students that their ideas are important and valued.

Math

Expectations and Written Curriculum: First graders use *Go Math!* to develop an understanding of addition, subtraction, place value, measurement, and geometry. An important component of first grade math is the use of manipulatives that promote better understanding. The students use manipulatives to demonstrate strategies to solve problems. They also verbalize how the manipulatives help them find the answers. First graders are expected to apply acquired math skills to solve computation and simple word problems.

Science

Expectations and Written Curriculum: Students enjoy a weekly science lab period that fosters participation and offers hands-on experiments based on the Next Generation Science standards. Units of study include space, health and wellness, weather, and matter. First graders are introduced to the Scientific Method. In-class experiments and demonstrations begin with a question. Students predict an answer and are guided through the process of proving their predictions and arriving at a conclusion.

Social Studies

Expectations and Written Curriculum: Using *Studies Weekly* and a variety of other sources, first graders learn that as members of a community they have responsibilities. They are introduced to elements of diverse cultures that

make up our world. Students also learn some basic facts of U. S. history and world geography.

Religion

Expectations and Written Curriculum: *God Made the World* develops an understanding of the four pillars of the Catholic doctrine: what Catholics believe, how Catholics worship, how Catholics live, and how Catholics pray.

Second Grade Curriculum

Overview

The second grade program promotes spiritual, emotional, social, and physical development. The curriculum is designed according to the New York State Common Core Learning Standards with Catholic and Christian values intertwined throughout the academic school day. Second graders benefit from having third grade role models who help as partners, teachers, friends, and support during the academic day.

English Language Arts

Curriculum: The second grade uses *Foundations*, a multi-sensory, structured language activities program. *Foundations* integrates reading fluency, phonics/word study, handwriting, phonemic awareness, comprehension strategies, and spelling. The program is supplemented with a classroom library that includes various genres that the students are welcome to borrow and take home.

Expectations: Second Grade students are encouraged to read grade specific material with confidence, expression and for fun. They should demonstrate comprehension of texts at different levels and genres, the ability to make predictions, identify the main idea and details, and decode words using phonics, context clues, and word order.

Writing

Curriculum: Students express their thoughts and ideas in writing and apply the conventions of written language. Second grade students focus on punctuation, capitalization, forming complete sentences, and grammar.

Expectations: Second grade students recognize parts of speech, such as noun, pronoun, verb, and adjective. In writing they also recog-

nize spelling patterns and spell high frequency sight words correctly.

Mathematics

Curriculum: Second graders use Go Math! to develop a deeper understanding of addition, subtraction, place value, measurement, time, money, and geometry. Mathematics is taught using many different strategies and techniques, as to find the best one for each student. Manipulatives are used to develop better understanding of key concepts and problem solving strategies are developed in depth verbally and with written responses.

Expectations: Second grade students read, write, count, and sequence numbers, identify place values, represent quantities in multiple ways, add and subtract 2, 3, and 4-digit numbers, and identify, describe, and extend repeated numeric patterns. They further develop their first grade skills of telling time, counting, adding, and subtracting money, and collecting, sorting, and interpreting data in various graphs.

Social Studies

Expectations and Curriculum: Students are exposed to multi-cultural topics around the world using a variety of resources. Topics discussed include Early Asian Civilizations, Greek Civilizations, Westward Expansion, and Immigration. Second grade students create hands-on projects, study different print sources, have and have exposure to different cultures that make up our world. Students discuss current events, recognize historical figures and their contributions to society, and appreciate the diversity among cultures in our community.

Science

Expectations and Curriculum: The expectations in second grade help students formulate answers to questions. Students are expected to develop an understanding of plants and their life cycle, compare the diversity of life in different habitats, and have an understanding of observable properties of materials through analysis and classification. Students are able to use information and models and organize concepts of wind, water, patterns, and the cause and effect of science on society and the natural world. Second grade students are expected to demonstrate grade-appropriate proficiency through planning, models, and carrying out investigations.

CURRICULUM



Third Grade Curriculum

Overview

The third grade program promotes the education of the whole child spiritually, academically, and socially with a multi-sensory approach to learning. The curriculum is designed according to the New York State Common Core Learning Standards with Catholic and Christian values intertwined throughout the academic school day. The third graders have the opportunity to serve as role models for the younger students at St. Agnes School, and especially for their second grade classmates. Throughout the academic day they partner, guide, teach, and support the second grade students in the classroom.

English Language Arts

Expectations and Curriculum: Third grade students explore fables, legends, myths, poems, and plays as supplements to fiction and non-fiction reading using a variety of resources, including texts from the school library and classroom library that are offered at various levels and genres. They progress as independent readers and work up to an appropriate comprehension level. Students have the opportunity to read in groups, with a partner, or to the class to build fluency and vocabulary. Throughout the academic year students read chapter books that can be either applied to school or just for fun. Students become accustomed to using a dictionary to check the accuracy of the spelling, definition, and pronunciation of a word as well as be able to look up information in a book by using a table of contents, glossary, or index.

Writing, Listening, and Speaking

Expectations and Curriculum: Third graders use Wilson Language Training's *Foundations*. Students learn to write in cursive (longhand); write in paragraph form, using transitions; and use correct spelling, punctuation, and grammar (e.g., verb tenses must agree in sentences). Students demonstrate how to use reference books, such as the thesaurus and dictionary, to make more interesting word choices and apply the writing process: pre-write, outline, draft, revise, edit, and polish. Students demonstrate the use of outlines to write a paragraph and short story and write in a variety of styles.

Third grade students keep a journal to practice personal writing and handwriting skills. Students demonstrate and understand written instructions and follow them independently, listen actively to a speaker inside and outside of the classroom setting, whether that is a teacher, another adult or a fellow student, and answer questions in complete sentences verbally and in written work.

Mathematics

Expectations and Curriculum: Students continue to increase their knowledge about addition and subtraction while being able to add and subtract complex numbers using a variety of strategies and becoming fluent in addition, subtraction, multiplication, and division facts. Third grade students develop the process of explaining in words how a math problem was solved, use measuring tools to calculate volume, area, length, and height, and analyze and graph data (e.g., collecting and charting the birthdays of all the boys and girls in class to determine how many boys were born in April). Students work with simple fractions, round to the nearest whole number, predict patterns in shapes and numbers, and relate number problems to everyday situations (e.g., using a budget to plan a party).

Social Studies

Expectations and Curriculum: Third grade students develop knowledge on how to read world maps and be able to find locations on the globe. Students compare different parts of the United States (e.g., contrasting year-round climate of the various regions) and study topics relating to American history from different locations around the world. They are exposed to different cultures of the world and appreciate the diversity of each culture.

Science

Expectations and Curriculum: Students demonstrate an understanding of science through hands-on projects that illustrate the subject matter. They demonstrate how to formulate answers to questions and organize, collect, and interpret data. Third grade students demonstrate an understanding of forces and their interactions, interdependent relationships in ecosystems, the inheritance and variations of life cycles and traits, and weather and climate.

Enrichment

Religion Program

Expectations and Curriculum: Children of all faiths are encouraged to deepen their faith through the understanding of the teachings of the Catholic faith. The school religious director offers a religion class to Kindergarten, second and third graders. The primary textbook is *Christ Our Life* by Loyola Press. Students learn through prayer and the book's main units, which emphasize we are all God's children, we are all special in His eyes, and that we are called to serve Him by serving one another. The Catholic faith is intertwined in all teachings throughout the academic school day.

Studio Art

At St. Agnes School, children joyfully create and express themselves through art. Art students in Kindergarten through third grade explore many mediums, including paint, clay, and fiber. By immersing themselves in art projects, children build fine motor skills, create neural pathways, and problem solve. Many of their creations decorate our school building before they are treasured at home. In thematic alignment with students' social studies and science curricula, art projects often have to do with community and our natural environment.

French

The St. Agnes School French program introduces students to both language and culture, with an eye toward meeting NYS foreign language standards as those standards become applicable. Our students begin learning French at a very early age, starting in Pre-K 4, when such learning comes so easily. Vocabulary (including parts of the body, months and date, and objects in the classroom) is introduced within units (which include family life in France, Mardi Gras, landmarks of Paris and French people in history). We incorporate various oral and written exercises, DVD's, games and online learning. At the end of lessons and units, students are encouraged to express their thoughts and reflections.

Physical Education

At St. Agnes school the physical education program is designed to achieve movement concepts, maintaining physical fitness, learning personal health and wellness, applying skill

mechanics, and demonstrating positive social and lifetime activity skills. Daily physical education plans are influenced by cultural and educational factors related to games, sports, fitness and nationwide standards.

Music

The music program at St. Agnes School is an exciting opportunity for students in all grades to enjoy an exposure to rhythm, song and theatre. Students meet once a week to sing, dance, play instruments, and practice for upcoming shows. Each year, students participate in the Christmas show in December and the spring musical in May.

Science

Science at St. Agnes is a hands-on exploration of the natural world, where students enjoy lab experiments, lively discussions, and STEM-based learning opportunities. Using the Next Generation Science Standards as a guide, students design and implement experiments that reinforce scientific thinking. Students meet once a week for a laboratory-centered class, where they conduct experiments, solve engineering design challenges, and reflect upon their observations. Students learn to ask questions and look for answers in a fun, experiential and thought provoking environment. The lessons learned are underscored throughout the week in the regular classroom setting as well as in extracurricular activities, such as science club. Once a year, students take part in the science fair, an exciting and fun showcase of their independent work.

PATHS

Research shows that children whose social and emotional growth is supported in a school setting do better in pre-academic and academic areas and have fewer discipline problems. Promoting Alternative Thinking Strategies (PATHS) is a curriculum that builds emotional and social competencies for elementary school children. At St. Agnes School, an interventionist teaches Lasting Lessons several times a week. This is a critical time to cover topics such as sharing, empathy and cooperation. Lessons are engaging, interactive and enjoyable and promote problem-solving skills, self-control and positive peer relationships through grade-appropriate content.

CURRICULUM





SAINT AGNES S C H O O L



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