

Agape Campus yearly Curriculum 2022-2023

INFANT AND TODDLER

This curriculum focus aligns with our research based **Creative Curriculum** model. Domains are assigned; however, teachers may add other domains to support focus for individualization. Creative Curriculum model for the month is selected and must be implemented along with literacy and academic focuses aligned with

ELDS (Early Learning Developmental Standards)

MONTH	CC ALIGNMENT	ACADEMIC FOCUS	DOMAIN	OBJECTIVE	FAMILY FOCUS
SEPTEMBER	BAGS	Small, Medium, Large	Cognitive	Demonstrates positive approaches to learning	Literacy Bag to send home
OCTOBER	BUILDING	Buttons, Snaps, Zips	Physical	Demonstrates fine-motor strength and coordination	Literacy bag to send home
NOVEMBER	BRUSHES	Soft, Rough, Smooth	The Arts	Explores the visual arts	Literacy bag to send home
DECEMBER	LIGHTS	Natural, Soft, Bright	Social-Emotional	Regulates own emotions and behaviors	Literacy bag to send home
JANUARY	SEATS	Over, Under, Through	Language	Listens to and understands increasingly complex language (follows directions comprehends language)	Science/Math bag to send home
FEBRUARY	ROCKS	Mounds, Mountains	Social Studies	Demonstrates simple geographic knowledge	Science/Math bag to send home
MARCH	BALLS	Roll, Bounce, Planets	Mathematics	Explores and describes spatial relationships and shapes	Science/Math bag to send home
APRIL	CONTAINERS	Reuse, Recycle, Reduce	Science and Technology	Uses tools and other technology to perform tasks	Science/Math bag to send home
MAY	SHOES	Jump, Walk, Stomp	Physical	Demonstrates balancing skills	The Arts bag to send home
JUNE	OUR WORLD	Roads/Signs/Wheels	Literacy	Demonstrates knowledge of print and its uses	The Arts bag to send home
JULY	OUR WORLD	Sand/ Water	Mathematics	Compares and measures	The Arts bag to send home
AUGUST	OUR WORLD	Pets/Insects	Science and Technology	Demonstrates knowledge of the characteristics of living things	The Arts bag to send home

Agape Campus yearly Curriculum 2022-2023 PRESCHOOL

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Creative Curriculum model for the month is selected and must be implemented along with literacy and academic focuses aligned with

ELDS (Early Learning Developmental Standards)

MONTH	CC ALIGNMENT	ACADEMIC FOCUS	DOMAIN	OBJECTIVE	FAMILY FOCUS
SEPTEMBER	The First 6 weeks of school The Beginning of the year	Routines and Repetitions	Social-Emotional	<ul style="list-style-type: none"> Establishes and sustains positive relationships Participates cooperatively and constructively in group situations 	Literacy Bag to send home
OCTOBER	Buildings/Lights	Energy and Environment	Science and Technology	Demonstrates knowledge of the physical properties of objects and materials	Literacy bag to send home
NOVEMBER	Clothing/Boxes	Zip, Snap Button, Fold	Language	Listens to and understands increasingly complex language (Comprehends language Follows directions)	Literacy bag to send home
DECEMBER	Bread/Lights		Physical	Demonstrates fine-motor strength	Literacy bag to send home
JANUARY	Tubes/Tunnels/Balls	Counts Quantifies	Mathematics	Uses number concepts and operations	Science/Math bag to send home
FEBRUARY	Simple Machines/Exercise	Coordination	Cognitive	Remembers and connects experiences (Makes connections/ Recognizes and recalls)	Science/Math bag to send home
MARCH	Reuse, Recycle and Reduce/ Trees	Community	Literacy	Demonstrates knowledge of print and its uses	Science/Math bag to send home
APRIL	Music maker/Camera/Exercise	Harmonize Color Moods	The Arts	Explores drama through actions and language	Science/Math bag to send home
MAY	Gardening/Insects	Nature	Social Studies	Shows basic understanding of people and how they live.	The Arts bag to send home
JUNE	Roads/Signs/Wheels	Traveling	Literacy	Comprehends and responds to books and other texts	The Arts bag to send home
JULY	Sand/ Water	Measuring	Physical	Demonstrates fine-motor strength and coordination	The Arts bag to send home
AUGUST	Pets/Insects	Earth's Environment	Science and Technology	Demonstrates knowledge of Earth's environment	The Arts bag to send home

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THE BUTTERFLY SCHOOL

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Creative Curriculum model for the month is selected and must be implemented along with literacy and academic focuses aligned with

ELDS (Early Learning Developmental Standards)

MONTH	CC ALIGNMENT	ACADEMIC FOCUS	DOMAIN	OBJECTIVE	FAMILY FOCUS
SEPTEMBER	The First 6 weeks of school The Beginning of the year	Routines and Repetitions	Social-Emotional	<ul style="list-style-type: none"> Establishes and sustains positive relationships Participates cooperatively and constructively in group situations 	Literacy Bag to send home
OCTOBER	Buildings/Lights	Energy and Environment	Science and Technology	Demonstrates knowledge of the physical properties of objects and materials	Literacy bag to send home
NOVEMBER	Clothing/Boxes	Zip, Snap Button, Fold	Language	Listens to and understands increasingly complex language (Comprehends language Follows directions)	Literacy bag to send home
DECEMBER	Bread/Lights		Physical	Demonstrates fine-motor strength	Literacy bag to send home
JANUARY	Tubes/Tunnels/Balls	Counts Quantifies	Mathematics	Uses number concepts and operations	Science/Math bag to send home
FEBRUARY	Simple Machines/Exercise	Coordination	Cognitive	Remembers and connects experiences (Makes connections/ Recognizes and recalls)	Science/Math bag to send home
MARCH	Reuse, Recycle and Reduce/ Trees	Community	Literacy	Demonstrates knowledge of print and its uses	Science/Math bag to send home
APRIL	Music maker/Camera/Exercise	Harmonize Color Moods	The Arts	Explores drama through actions and language	Science/Math bag to send home
MAY	Gardening/Insects	Nature	Social Studies	Shows basic understanding of people and how they live.	The Arts bag to send home
JUNE	Roads/Signs/Wheels	Traveling	Literacy	Comprehends and responds to books and other texts	The Arts bag to send home
JULY	Sand/ Water	Measuring	Physical	Demonstrates fine-motor strength and coordination	The Arts bag to send home
AUGUST	Pets/Insects	Earth's Environment	Science and Technology	Demonstrates knowledge of Earth's environment	The Arts bag to send home

Curriculum Overview for classroom implementation

The following information is to detail the changes to the curriculum and usage in the classroom. The Trainers role is to directly and indirectly assist Administrators, teachers with full implementation of the mandated curriculum, SUTQ standards and outside agencies to address the complex needs of young children.

- Acknowledging or celebrating holidays in early childhood programs can bring pleasure to many families, staff, and children and can be useful in building connections between school and families. However, holidays also pose a range of challenges to ensuring that all children, families, and staff feel respected and to children learning about diversity of families. Whether or not to include any holidays in classrooms took special thought. Our Campus schools will use the Learning Enrichment(s) rather than bring in any cultural, religious and or commercial holidays.

NAEYC: [Anti-bias education and holiday teaching](#): making thoughtful decisions.

<https://www.naeyc.org/resources/blog/anti-bias-and-holidays#:~:text=LOUISE%20DERMAN-SPARKS,11/06/2019>

- Classroom environment changes *do not* have to reflect the months study but, it should reflect the intent of the teacher to increase exploration.
- There are no direct book studies for each month. Teachers should have at least 3 books that are included in the 'read aloud'.
- Academics are focused on LITERACY, LANGUAGE and MATH.
- Daily classrooms schedules are at the direction of the Administrators
- Educational goals are to be completed by the end of September for each child and a copy sent to parents and returned with signature to be added to the child's journey binder.
- Administrators, Teachers, SUTQ coordinators, Trainers must work together in order to sustain the STARS and prepare for NAEYC accreditation.
- The importance of Conversations, observations and anecdotal notes is necessary to see a child's individual growth pattern.

- Administrators should ensure that teachers have regularly scheduled times for lesson planning (Using the Lesson Planning Form)
 - TSG lesson plans
 - Written lesson plans to stay on task and organize
 - Observations, Anecdotal notes, academic plans and teacher to child conversations should reflect the OBJECTIVE.