

Superhero Schoolhouse Curriculum Guidelines

The curriculum of Superhero Schoolhouse is based on the New Jersey Department of Education Preschool Standards. Each student is an individual at Superhero Schoolhouse. By applying differentiated instruction to lesson planning and assessment, students at Superhero Schoolhouse are introduced to concepts at appropriate levels for age, development, maturity and academics. Students are provided numerous opportunities to explore new and old concepts through a variety of subjects. While concepts are introduced and revisited for continued improvement and progress toward mastery, students ready for new challenges are provided the space and time to explore concepts at more advanced levels. The role of adults in the classroom is to foster exploration and development at each student's own pace to provide optimum learning opportunities in and out of the classroom.

The curriculum of Superhero Schoolhouse is designed to educate and encourage the development of the whole child – social, emotional, physical and academic. Teachers will provide daily opportunities for students to investigate various methods of learning and acquiring new skills and strategies, thereby creating an environment that focuses on the whole child.

Superhero Schoolhouse applies the NJDOE preschool standards for approaches to learning. These standards are based on the Common Core Content Standards. Students will demonstrate initiative; engagement and persistence while working independently and in small groups; show creativity and imagination; identify and solve problems independently and with support; and apply learned concepts and skills to new situations.

The administration and staff are committed to ensuring that all students are taught in such a way that they may reach their full potential. By creating learning environments with a variety of learning styles and abilities in mind, students are ever present in an environment that focuses on their individual levels of development, while reinforcing and challenging skills as deemed appropriate.

Families are not only invited, but encouraged to participate at Superhero Schoolhouse in a manner that encourages the development of their children. Through activities such as visiting storytellers, seasonal and holiday events and an open-door policy, families are an integral part of their child's education.

The following pages outline the NJDOE Preschool Standards and indicators that will be implemented from this point forward.

PreK-3/4 Year-Long Plan 2017 -2018

Monthly Themes	Literacy	Alphabetical/Phonemic Awareness	Math	Social Skills	Fine Motor Development	Large Motor Development	Science	Social Studies	Holiday
September <i>Apples</i>	My Name	A, M, S	Classifying	Classroom/ Playground Rules	One at a Time/ Scissor Skills – lines	Stairs	Life Cycle – Trees	All About Me	Back to School
October <i>Transportation</i>	Book Care	R, O, P Rhymes	AB Patterning	Respect	Tools for Writing and Drawing	Jumping	Hard or Soft	Community Helpers	Halloween
November <i>Harvest</i>	Title	E, T, N Initial Sounds	Number Sense to 10	Generosity	Writing Name	Crossing Hemispheres	Sink or Float	Traditions	Thanksgiving
December <i>Christmas</i>	Author	C, D, L Review	Graphing/ Review	Friendship	Scissor Skills – curves	Yoga	Magnets	Map Skills	Christmas
January <i>The Arctic</i>	Illustrator	G, I, J, W Consonants/ Vowels	Time Concepts/ Sequence	Patience	Hole Punches	Balancing	Ice and Snow	Now and Then	Rubber Duckie Day
February <i>Feelings and Senses</i>	Character	B, F, Q Syllables	Positions	Being a Helper	Swirls	Bean Bags and Bowling	Dental Health	Meet the Presidents	Valentine’s Day
March <i>Weather</i>	Left to Right/Top to Bottom	H, K, V, Y Rhymes	Number Sense to 20	Attentiveness	ZigZags	Alternating on Stairs	Seasons	Author Study – Dr. Seuss	St. Patrick’s Day
April <i>Plants</i>	Setting	U, X, Z Initial Sounds	Measurement	Determination	Scissor Skills – ZigZags	Twisting	Geography – land, air and sea	Transportation	Easter
May <i>Butterflies</i>	Main Idea	Medial Sounds	AAB/ABB Patterns	Compassion	Beading	Pushing/ Pulling	Life Cycle Butterflies	Family	Mother’s Day
June <i>Solar System</i>	Retelling	Review	Skip Counting 10s	Punctuality	Screws	Marching	Light and Color	Continents and Oceans	Father’s Day Graduation

Preschool Year-Long Plan 2017 -2018

Monthly Themes	Literacy	Math	Social Skills	Fine Motor Development	Large Motor Development	Science	Social Studies/Holidays
September <i>All About Me</i>	My Name A B C	Colors	School Rules Caring for Self – Hand Washing	Dough and Sensory Bin – Colors	Jumping	Five Senses	All About Me
October <i>Fall and Halloween</i>	My Name D E F	Shapes	Being a Helper	Scooping	Running	Life Cycles – Trees and Pumpkins	Community Helpers
November <i>Harvest and Thanksgiving</i>	My Name G H I	Numbers 1 – 5	Caring for Self – Mealtimes	Stacking	Hopping	Animals – Squirrels and Owls Plants – Carrots and Cabbage	Thanksgiving
December <i>Transportation and Christmas</i>	My Name J K L	Sorting Colors	Sharing/Friendship	Ripping Paper	Skipping	How Things Move	Christmas
January <i>Winter</i>	My Name M N O	Sorting Shapes	Safe Hands	Pinching – Tweezers and Tongs	Dancing	Seasons - Winter	Rubber Duckie Day
February <i>Air and Sea</i>	My Name P Q R	Numbers 1 - 10	Caring for Self - Bathrooms	Lacing – Pipe Cleaners	Balancing	Groundhog Day	Valentine’s Day
March <i>Dr. Seuss</i>	My Name S T U	Color Patterns – AB	Asking for Help Caring for Self – Bathrooms	Pinching – Clothespins	Climbing Steps	Colors and Light	St. Patrick’s Day
April <i>Plants</i>	My Name V W X	Shape Patterns – AB	Generosity Caring for Self – Hand Washing	Scissor Work - Dough	Switching Feet – Hopping	Seasons – Spring	Easter
May <i>Butterflies</i>	My Name Y Z	Counting Sets 1 – 5	Caring for Self – Bathrooms	Stacking	Switching Feet – Balancing	Life Cycle - Butterflies	Mother’s Day
June <i>Solar System</i>	My Name The Alphabet	Time – Day and Night	Caring for Self - Mealtimes	Scissor Work - Paper	Switching Feet - Steps	Seasons - Summer	Father’s Day

PreK-3/4 Goals – Social/Emotional Development (NJDOE Standards 0.1 – 0.5)

At Superhero Schoolhouse, we believe in the education of the whole child. The continuous development of social and emotional skills in young children provides the foundation necessary for building life long social and emotional skills. These skills are incorporated into every aspect of the Superhero Schoolhouse day including, but not limited to, meal times, circle time and work centers. The teachers, assistant teachers and aides provide continual support of this development through lessons, activities and as models of positive social and emotional behavior. All staff will be role models for children as they develop problem solving skills with peers and adults.

By the end of the 10-month school year, PreK-4 students preparing for Kindergarten will be able to

- Demonstrate self-confidence as indicated by their ability to
 - make independent decisions
 - initiate discussions
 - actively engage in activities and interactions with others
 - discuss own actions and feelings
- Demonstrate self-direction as indicated by their ability to
 - make independent choices
 - demonstrate self-help skills
 - move through classroom routines and activities with minimal teacher direction
 - transition easily between tasks
 - attend to tasks for a set period of time
- Identify and express feelings in themselves and others
- Exhibit positive interactions with other children and adults as indicated by their ability to
 - engage appropriately with peers and adults and demonstrate socially acceptable behavior for teachers and peers
 - apply manners appropriately in a variety of situations
 - respect the rights of others
 - demonstrate non-aggressive verbal and non-verbal problem-solving skills
- Exhibit pro-social behaviors as indicated by their ability to
 - play independently and cooperatively
 - engage in pretend play
 - demonstrate how to enter into play with others
 - take turns
 - demonstrate sharing through understanding and attempting to share

PreK-3/4 Goals – English Language Arts (NJDOE Standards RL.PK.1-10; RI.PK.1-7, 10; RF.PK.1-4; W.PK.1-2, 5-8; SL.PK.1-6; L.PK.1-2, 4-6)

At Superhero Schoolhouse, literacy is an integral aspect of the learning experience. Teachers and staff work to create a print-rich environment in which students are exposed to a variety of written text and symbols. Students are exposed to a variety of genres through teacher-directed storytelling and student-led library center work. Reading of environmental print and “pretend” reading is encouraged throughout the students’ days. Verbal and written communication opportunities are provided for various relationships – student to student, student to teacher, teacher to student, student to family, teacher to family and family to teacher.

By the end of the 10-month school year, PreK 4 students preparing for Kindergarten will be able to

- Begin to understand foundational concepts of print
 - left to right/top to bottom directionality
 - words can be spoken and read
- Identify 85% or more of capital letters of the alphabet
- Identify 85% or more of lowercase letters of the alphabet
- Identify 70% or more of initial consonant sounds
- Differentiate between capital and lowercase letters
- Begin to differentiate between letters and words
- Participate in and recognize rhymes
- Recognize and recite own name
- Retell familiar stories with support
- Identify characters, setting and key story elements with support
- Identify the roles of author and illustrator with support
- Differentiate between types of literature – storybooks, poems, non-fiction
- Compare and contrast characters and key events in different stories with support
- Explain how illustrations add to a text with support
- Recall key facts and information from non-fiction text with support
- Make connections between essential information in text with support
- Identify the parts of a book – front cover, back cover, pages
- Begin to understand purposes of the written word – to ask, to answer, to share, to inform
- Use a combination of drawings, dictation, scribble writing and letter strings to communicate with others
- Dictate meaning to a drawing or writing
- Use digital tools to document and express ideas
- Participate in shared research and writing
- Use schema to respond to questions about familiar topics and texts
- Use spoken language

- Participate in conversations and interactions with peers and adults
- Ask or answer questions about a text or other information read aloud or presented orally
- Ask or answer questions to seek help, get information or follow directions
- Begin to understand the conventions of the English language
- Attempt to write letters and letter strings
- Begin to determine the meaning of new words and phrases introduced through reading and content
- Begin to explore word relationships
- Use words and phrases acquired through reading, conversations and content

PreK3-4 Goals – Mathematics (NJDOE Standards 4.1- 4.4)

At Superhero Schoolhouse, mathematics is introduced, reinforced and experimented with through authentic experiences and application. The Superhero classroom emphasizes the development of number sense, measurement, data and geometry as indicated by the Common Core Standards of *Counting and Cardinality*, *Operations and Algebraic Thinking*, *Measurement and Data* and *Geometry*. Teachers model appropriate use of mathematical terms and concepts throughout the day as indicated by student interests and curiosity. Lessons are constructed and implemented to systematically develop foundational math skills and concepts necessary for life long understanding and application.

By the end of the 10-month school year, PreK 4 students preparing for Kindergarten will be able to

- Demonstrate an understanding of number and counting as indicated by their ability to
 - Count by ones to 20 or higher
 - Recognize and name written numbers to 10
 - Begin to show understanding that numbers are representations of quantities
 - Begin to write numbers 0 - 10
 - Accurately use 1:1 correspondence to count quantities up to 10
 - Organize and count sets to demonstrate consistency among quantities
 - Subitize small groups of 3-4 objects
 - Compare groups of up to 5 objects
- Demonstrate an initial understanding of numerical operations as indicated by their ability to
 - Manipulate up to 5 objects to demonstrate addition
 - Manipulate up to 5 objects to demonstrate subtraction
 - Begin to represent simple word problem data through pictures and drawings
- Develop an ability to conceptualize measurable attributes of objects and how to measure them as indicated by their ability to
 - Sort, order, pattern and classify objects by color
 - Sort, order, pattern and classify objects by shape
 - Sort, order, pattern and classify objects by texture
 - Sort, order, pattern and classify objects by material
 - Sort, order, pattern and classify objects by measurable attributes
 - Use appropriate vocabulary of measurable attributes to describe and define objects
 - Compare and order objects according to measurable attributes
- Develop spatial and geometric sense as indicated by their ability to
 - Respond to positional words
 - Appropriately using positional words
 - Use appropriate and accurate vocabulary to describe & define 2-dimensional shapes as well as some 3-dimensional shapes (cone, cube, pyramid, cylinder)
 - Manipulate, compare and discuss the attributes of 2-dimensional and 3-dimensional shapes

PreK3-4 Goals – Science (NJDOE Standards 5.1 – 5.5)

Scientific knowledge and understanding at Superhero Schoolhouse is cultivated through observation, inquiry and experimentation. Teachers encourage scientific exploration based on student interests and the natural world around them. Authentic opportunities to experience and engage in open-ended explorations are provided on a continual basis. Students are encouraged to ask questions about the world around them and to challenge their understanding of both abstract and concrete scientific concepts.

By the end of the 10-month school year, PreK 4 students preparing for Kindergarten will be able to

- Develop inquiry skills as indicated by their ability to
 - Develop curiosity through asking questions during sensory explorations and play
 - Observe, predict and investigate materials and objects during classroom experiences
 - Appropriately use scientific vocabulary
 - Verbally communicate observations and discoveries with teachers and peers
 - Record data through developmentally appropriate drawings and writings
- Observe and investigate matter and energy as indicated by their ability to
 - Observe, manipulate, organize and describe objects and materials (both in the classroom and outdoors) based on their natural and man-made properties
 - Explore changes in liquids and substances as they are combined, separated, heated or cooled.
 - Investigate sound, heat and energy through the senses
 - Investigate how and why things move
- Observe and investigate living things as indicated by
 - Compare and contrast the physical characteristics of living things
 - Observe and compare the similarities and differences of the needs of living things
 - Observe and describe natural habitats for different living things
 - Observe and record change over time
 - Observe and record cycles of change that affect living things
- Observe and investigate the Earth as indicated by their ability to
 - Describe characteristics of rocks, soil, water and air
 - Explore the effects of sunlight on living and non-living things
 - Observe and record weather
 - Observe changes in weather and extreme weather phenomenon
 - Demonstrate emergent awareness for the need of conservation, recycling and respect for the environment
- Gain experience in using technology

PreK3-4 Goals – Social Studies, Family and Life Skills; World Languages (NJDOE Standards 6.1-6.4, 7.1)

Superhero Schoolhouse believes in the full integration of the family in education. Academic, social and emotional development is fostered through the inclusion of the family in the classroom. The child's understanding of self as it relates to families, peers and the world is fostered through a wide range of concrete and developmentally appropriate practices that provide opportunities to experience the similarities and differences between cultures. Superhero Schoolhouse strives to build independence, confidence and respect in the acts of all students that enter the classroom.

By the end of the 10-month school year, PreK 4 students preparing for Kindergarten will be able to

- Identify unique characteristics of themselves, their families and others as indicated by
 - Describing characteristics of self
 - Describing characteristics of others
 - Demonstrating understanding of family roles and traditions
 - Expressing cultural diversity and individuality through dramatic play and stories
- Become contributing members of the classroom as indicated by
 - Understanding rules and following most rules in and out of the classroom
 - Demonstrating responsibility through classroom jobs
 - Demonstrating appropriate collaborative behavior in small groups and large groups
- Demonstrate knowledge of neighborhood and community as indicated by
 - Demonstrating awareness of the physical features of a neighborhood
 - Identifying, discussing and role playing the duties of community workers
- Demonstrate awareness of cultures within their classroom and community as indicated by
 - Demonstrating respect for all cultures within the classroom
 - Demonstrating awareness and respect for all traditions brought to the classroom
- Demonstrate understanding that people use different languages to communicate (verbal and non-verbal) as indicated by the ability to communicate simple phrases and greetings in a language other than their own
 - Students will be introduced to commonly spoken languages in the neighborhood, including, but not limited to
 - Spanish
 - Hindi
 - Polish
 - Students will be introduced to languages that are less common in the neighborhood, including, but not limited to
 - Sign Language
 - German
 - French
 - Mandarin
 - Japanese
 - Russian

PreK3-4 Goals – Technology - *(NJDOE Standards 8.1-8.4)*

In an ever-growing digital climate, the ability to navigate technology independently has become a vital focus for children of all ages. The introduction of smart phones and tablets to adult lives has filtered down to the youngest of our children. At Superhero Schoolhouse, we recognize the need to educate students not only on logistical digital practices (such as turning on a computer), but also on how to be safe in a digital world. By working with students and their families on how to make screen time developmentally appropriate for young children, we strive to create the most responsible digital environment possible.

By the end of the 10-month school year, PreK 4 students preparing for Kindergarten will be able to

- Navigate simple screens
- Use electronic devices independently
- Begin to use electronic devices to communicate
- Use common technological vocabulary
- Begin to use technology to gain information