



Junior Kindergarten Curriculum Expectations

Student ownership of the learning experience is a key component of the Junior Kindergarten program. Based on student interests, curricular activities are planned to incorporate opportunities to reinforce the curriculum expectations. There is a strong emphasis placed on the social/emotional aspect of each student's learning profile in order to foster a prosocial and supportive learning environment for all. Activities are hands-on whenever possible and designed to allow for a high degree of collaboration, sharing of ideas, and mutual support. The specials teachers often integrate the current theme into their programs.

Each morning, the students enter the classroom being greeted by a morning message that reflects the topic of study. This message is often discussed at our Morning Meeting as part of our Responsive Classroom approach. Students are encouraged to share their thoughts and feelings regarding their own particular areas of expertise/affinities whenever appropriate whether at morning meeting or throughout the course of the school day.

The following list represents year-end benchmark goals for Junior Kindergarten students. We acknowledge that some students have capabilities of going well beyond these basic expectations. In keeping with high expectations and differentiation, we can strive to meet the range of all abilities and needs.

SOCIAL DEVELOPMENT

- Delays gratification
- Respects the authority of the teachers
- Participates in the group life of the class
- Seeks help from peers or adults
- Respects the property of others
- Uses good manners
- Controls physical impulses
- Shows empathy to others
- Initiates and collaborates within play
- Uses interpersonal skills, such as negotiating, sharing, and cooperating

CLASSROOM BEHAVIOR

- Uses class materials purposefully
- Follows classroom and playground rules and routines
- Manages transitions
- Attends to tasks within varied contexts:
- Persists in a task and seeks help when encountering a problem
- Understands and follows two-step directions
- Shows eagerness and curiosity as a learner
- Takes appropriate risks

PHYSICAL DEVELOPMENT

- Engages in many self-help skills
- Moves with balance, control, strength, and coordination to perform a variety of skills
- Uses strength and control to perform simple fine-motor tasks
- Manipulates with some dexterity a variety of art and drawing materials

LANGUAGE and LITERACY

- Speaks comfortably with familiar adults
- Is developing the ability to communicate thoughts and feelings
- Uses age-appropriate articulation/voice
- Utilizes curriculum-based vocabulary
- Contributes to group discussion with relevant comments
- Asks and responds to open-ended questions
- Retells events in a logical sequence
- Recognizes and produces rhymes
- Begins to recognize and produce sounds when prompted with a letter name
- Recites the alphabet
- Demonstrates pre-reading skills with a book
- Recognizes first and last name
- Begins to recognize classmates' names
- Recognizes all upper-case letters
- Recognizes some environmental print
- Shows an interest in literacy-related activities
- Represents thoughts and emotions in illustrations
- Uses symbols and shapes to mimic writing
- Draws a person 5-10 parts
- Writes first name

MATH

- Shows curiosity in number-related activities
- Recognizes numbers 1-10
- Counts by rote from 0 – 20
- Counts using one-to-one correspondence up to 10
- Sorts objects by one or more attributes
- Demonstrates an understanding of spatial awareness
- Uses positional vocabulary
- Recognizes and duplicates simple patterns
- Demonstrates an understanding of *more than*, *less than*, and *equal to*
- Demonstrates an understanding of estimation
- Recognizes common geometric shapes
- Describes and measure using concrete non-standard units
- Demonstrates an understanding of sequence and events
- Demonstrates an understanding of information from graphs

SOCIAL STUDIES

- Identifies similarities and differences between self and others
- Describes attributes of self and family
- Begins to advocate for self, others, and the environment
- Understands the roles of different community helpers
- Begins to recreate different natural environments based on observation
- Develops an awareness of maps as a representation of space

SCIENCE in the Classroom

- Explores and investigates using five senses
- Recognizes cause and effect
- Asks questions about the natural world, make observations, and record conclusions from experiments
- Compares and contrasts objects and events
- Uses tools to investigate (microscope, magnifying glass, magnets, scales, rulers)
- Uses science vocabulary (*sink*, *float*, *melt*, *freeze*, *solid*, *liquid*)
- Engages in simple experiments with a peer or small group