



The Children's School · K - 8

Grade Level Curricular Goals

The Kindergarten Year

Social-Emotional

A 5-year-old child is still developmentally in early childhood—curious, energetic, and eager to experience the world. The major developmental tasks of Kindergarten children are social-emotional as they learn how to fit themselves and their needs into the larger school environment. Kindergarten children are just beginning to see outside themselves and consider the needs or feelings of others. They are working on self-regulation and being aware of their bodies in space as they transition through the school day. They are developing the ability to use words to express wants, needs, and feelings with both adults and peers, and to listen to the words of others. They are also learning to engage in group discussions, to wait for their turn, and to follow basic directions. Our primary hope for each Kindergarten child is that they will enjoy playing with peers, enjoy learning, and enjoy school.

Our play-based environment, with its carefully-planned daily routines and wide variety of learning experiences, allows Kindergarten children the space and time to work on social-emotional developmental tasks. Academic learning takes place in a non-pressured way within the context of this caring, nurturing community of learners.

In Reading, a Kindergarten child:

- Enjoys being read to and looking at books on her own and with others
- Recognizes upper and lower-case letters of the alphabet
- Is beginning to apply letter-sound associations when thinking about reading or writing words
- Demonstrates interest and ability to rhyme
- Understands conventions of print: top/bottom of page, left/right, front/back
- Answers basic comprehension questions and retells stories being read aloud in class
- Uses new vocabulary acquired through conversations, reading, and being read to

In Writing, a Kindergarten child:

- Is developing view of self as an author
- Demonstrates interest and understanding of story-writing process through dictation, drawing, and writing
- Identifies characters, setting, and major events of a story
- Prints many upper- and lower-case letters of the alphabet

In Mathematics, a Kindergarten child:

- Enjoys mathematical reasoning and is developing ability to see math in the environment
- Counts to 100 by ones and tens
- Writes numbers from 0-20
- Counts objects and represents a number of objects with a written number 0-20
- Is developing understanding of the relationship between numbers and quantities
- Demonstrates basic addition and subtraction skills (up to 10)
- Demonstrates understanding of measurement, including non-standard forms
- Classifies and sorts objects
- Identifies and describes shapes found in the environment
- Is developing interest in problem-solving and ability to describe strategies

In Project Work, a Kindergarten child:

- Demonstrates love of learning, problem-solving, and creating
- Brings forth questions or ideas to the group
- Recalls information from experiences or gathers information from provided sources to answer a question (with adult support)
- Is beginning to understand interconnectedness of topics and disciplines
- Works collaboratively with peers to create a project or work towards a common goal
- Participates in discussions—taking turns, listening to others, presenting own ideas clearly
- Reflects on own individual activities within class project and describes what others did

In Group Process/Civic Engagement/Social Justice, a Kindergarten child:

- Understands rights and responsibilities of classroom and school through group and one-on-one discussion and role play
- Participates in Group and Town Hall meetings and class discussions by taking turns, listening to others, presenting own ideas clearly
- Signs up on Group agenda to bring forth concerns or ideas
- Uses developmentally appropriate respectful language and tone in bringing forth or responding to concerns
- Talks about own identity (family and self) in a way that does not denigrate others
- Understands that the way their family does things is both the same and different from others
- Expresses curiosity about other people
- Describes or notices similarities and differences
- Enjoys being around people like and different from self
- Notices, expresses concern, and seeks help when someone is not being treated fairly
- Accepts responsibility for classroom and schoolwide jobs