

CLK ELEMENTARY



Junior Kings Curriculum Guide

CLK Elementary is committed to providing your child a solid academic foundation and well-rounded education. Children engage in a variety of experiences designed to foster their continual growth. This curriculum guide is based on Michigan State Standards established for each subject area. These are the core learning expectations that will be taught and assessed to determine your child's progress this year.

As a parent, active participation in your child's education is essential. Your child is very valuable to us, and we want him/her to succeed at school. Please support this effort through ensuring good attendance, communicating often with teachers, and encouraging your child to always do his/her personal best.

The shaded areas indicate in which marking period the standards are expected to first be assessed.

| Creative Expression | 1st | 2nd | 3rd | 4th |
|--|------------|------------|------------|------------|
| Approaches tasks and activities with increased flexibility, imagination, inventiveness, and confidence | | | | |
| Problem Solving | 1st | 2nd | 3rd | 4th |
| Attempts a variety of ways of solving problems | | | | |
| Social and Emotional Development | 1st | 2nd | 3rd | 4th |
| Separates from parents/caregivers without stress | | | | |
| Describes own feelings | | | | |
| Exhibits impulse control and self-regulation | | | | |
| Follows classroom rules and procedures | | | | |
| Seeks adult help when appropriate | | | | |
| Is enthusiastic and curious in approaching new activities | | | | |
| Motor Skills | 1st | 2nd | 3rd | 4th |
| Uses small manipulatives effectively | | | | |
| Performs basic self-help/self-care tasks | | | | |
| Finger grasp control | | | | |
| Traces lines and shapes | | | | |
| Cuts out simple shapes | | | | |
| Draws a person with face, body, arms, and legs | | | | |
| Language and Early Literacy | 1st | 2nd | 3rd | 4th |
| Is able to state first and last name | | | | |
| Recognizes own name in print | | | | |
| Listens to and follows one and two step directions | | | | |
| Displays enjoyment of literacy related activities | | | | |
| Writes own name | | | | |
| Upper case letter recognition | | | | |

| | | | | |
|--|--|--|--|--|
| Lower case letter recognition | | | | |
| Expresses thoughts with drawings | | | | |
| Recognizes rhyming words | | | | |
| Understands print and book handling concepts (title, directionality) | | | | |
| Uses descriptive language and vocabulary to describe events, share stories, or request information | | | | |
| Can produce letter sounds | | | | |
| Is able to sequence familiar stories (beginning, middle, end) | | | | |
| Mathematical Concepts | | | | |
| Understands positional words (in, on, under) | | | | |
| Identifies basic shapes ○ □ ▭ ▲ | | | | |
| Recognizes numbers to 10 | | | | |
| Sorts objects by various attributes | | | | |
| Creates a simple pattern | | | | |
| Counts orally to 20 | | | | |
| Counts with one to one correspondence to 20 | | | | |
| Compares larger and smaller groups and lengths | | | | |

| Art | 1st | 2nd | 3rd | 4th |
|---|------------|------------|------------|------------|
| Acquire an understanding of art as a way of learning about themselves and the world around them using a variety of mediums. Create, reflect, respond and value their work and the work of others. | | | | |
| Music | 1st | 2nd | 3rd | 4th |
| Understand and appreciate music through song, movement, and instruments | | | | |
| Physical Education | 1st | 2nd | 3rd | 4th |
| Develop the knowledge, fitness levels, motor skills, and personal and social skills related to health and fitness | | | | |

| Behavior and Work Habits | | | | |
|--|------------|------------|------------|------------|
| These life skills are focused upon throughout the school year and reinforced through our KINGS expectations. They are essential behaviors not only in the classroom, but many are skills that will help each child develop into a successful, productive adult. | 1st | 2nd | 3rd | 4th |
| Keep Safe; demonstrates behavior for the safety of self and others | | | | |
| I'm Responsible; demonstrates responsibility for belongings, completing tasks, following directions and accepts challenges of learning | | | | |
| Never Give Up; completes work neatly and accurately, pursues task to completion | | | | |
| Good Manners; solves conflicts constructively, works and plays well with others, | | | | |
| Show Respect; Is respectful of rights, feelings, and property of self and others. | | | | |