



ESSENTIAL LEARNING FOR ICC: 3 MONTHS - 2 YEARS

At the end of ICC, students should be able to demonstrate mastery of the following material:

The mission of San Jose Christian School is to advance the kingdom of God by providing exceptional teaching and curriculum fully integrated with Biblical perspective. Within our Christian community we live to engage and transform culture for Jesus Christ.

OVERVIEW

Children graduating from ICC leave with a strong foundation of trust, curiosity, and early communication. During their time in this nurturing, responsive environment, they have formed secure attachments with caregivers, explored their surroundings through sensory play, and begun to express themselves using gestures, sounds, and early words. With support, they are learning to recognize familiar routines and express their needs with growing confidence. These children are developing the emotional security, physical skills, and emerging language necessary to thrive in toddlerhood and beyond.

SOCIAL-EMOTIONAL DEVELOPMENT

- Forms secure attachments with familiar caregivers
- Expresses a range of emotions and seeks comfort when upset
- Begins to engage in parallel play or watch peers with interest
- Shows a preference for familiar people and routines
- Smiles, laughs, and makes eye contact during interaction
- Begins to soothe self with a blanket, thumb, or toy

LANGUAGE & LITERACY

- Responds to own name and familiar words
- Uses gestures such as pointing or waving to communicate
- Imitates sounds, simple words, and actions
- Understands and follows simple directions (e.g., "come here")
- Vocalizes needs and wants using babbling or early words
- Engages in turn-taking vocalizations with caregivers

COGNITIVE DEVELOPMENT

- Explores objects through mouthing, banging, stacking, etc.
- Shows curiosity by looking for hidden objects (object permanence)
- Recognizes cause and effect (e.g., pushing a button to make a sound)
- Demonstrates emerging memory of routines and people
- Looks at and manipulates books with adult support
- Anticipates events (e.g., gets excited for snack or story time)

PHYSICAL DEVELOPMENT

- Rolls over, sits up, crawls, pulls to stand, and begins walking (as developmentally appropriate)
- Uses pincer grasp to pick up small objects
- Begins self-feeding with hands or a spoon
- Coordinates hand-eye movements during play (e.g., placing rings on a post)
- Transfers objects between hands
- Pushes or pulls toys while moving around

EARLY SELF-HELP ROUTINES

- Shows awareness of basic routines (e.g., diapering, handwashing)
- Cooperates with dressing and undressing with assistance
- Begins to express discomfort or need for help (e.g., raising arms to be picked up)
- Communicates hunger, sleepiness, or need for comfort
- Attempts to help with small tasks like wiping face or putting toy away

INTRODUCTION TO CHRISTIAN VALUES

Infants and young toddlers are introduced to God's love through simple, sensory experiences, soft worship music during play, prayerful language during routines, and gentle caregiver modeling of values like kindness, patience, and joy.

TOILET TRAINING

At this age, children begin building the foundations for toilet training through predictable routines and early awareness of body cues. While potty training is not expected, caregivers gently introduce language and routines that support later toilet use independence.



ESSENTIAL LEARNING FOR GRASSHOPPERS: 2 YEAR OLDS

At the end of Grasshoppers, students should be able to demonstrate mastery of the following material:

OVERVIEW

Children graduating from the Grasshopper class are blossoming with independence, curiosity, and budding self-help skills. They are learning to navigate their emotions, form friendships, and express themselves using words, gestures, and simple sentences. With supportive guidance, they are beginning to take part in classroom routines, follow simple directions, and demonstrate a growing awareness of their bodies and surroundings. Potty training and other self-care routines become a key part of their development, promoting confidence and autonomy. These learners are developing the foundational social, emotional, and cognitive skills that will support their transition throughout preschool.

SOCIAL-EMOTIONAL DEVELOPMENT

- Expresses a range of emotions using words or behaviors
- Begins to take turns and share with peers with support
- Develops trusting relationships with multiple caregivers
- Begins to identify own feelings and those of others
- Seeks adult comfort and begins using simple strategies for self-regulation

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LANGUAGE & LITERACY

- Uses 2–3 word phrases and begins to form simple sentences
- Follows two-step directions (e.g., "Put your shoes on and line up")
- Asks questions and names familiar people and objects
- Joins in songs, fingerplays, and simple group conversations
- Uses language to label needs, emotions, or interests (e.g., "I hungry," "My turn")

COGNITIVE DEVELOPMENT

- Matches objects by color, shape, or size
- Engages in pretend play using symbolic thinking (e.g., feeding a doll)
- Solves simple problems (e.g., puzzles, stacking)
- Shows understanding of cause and effect in routines and play
- Enjoys sorting, dumping, and organizing toys by preference
- Recognizes familiar routines and anticipates transitions

PHYSICAL DEVELOPMENT

- Walks, runs, and climbs with increasing coordination
- Uses utensils and open cups with some assistance
- Improves hand-eye coordination through drawing, stringing, and building
- Begins undressing and dressing with support
- Kicks and throws a ball, begins to jump with both feet
- Scribbles with crayons and makes purposeful marks

SELF-HELP & LIFE SKILLS

- Participates in potty training and begins to recognize body cues
- Washes hands with reminders and assistance
- Helps clean up toys and care for belongings
- Begins to advocate for needs using words (e.g., "I need help")
- Attempts to put on shoes, pull pants up/down
- Understands and follows simple daily routines with support

INTRODUCTION TO CHRISTIAN VALUES

Children begin participating in daily blessings before meals, exploring simple songs about God's love, and hearing short Bible stories. Teachers foster an environment of love, gratitude, and friendship, emphasizing how to be a blessing to others.

TOILET TRAINING

Children in this class are introduced to toilet training with increasing consistency. Teachers and families collaborate to observe readiness signs, create positive associations, and offer encouragement without pressure. Exiting Grasshoppers are experiencing little to no accidents



ESSENTIAL LEARNING FOR DRAGONFLIES: 3 YEAR OLDS

At the end of Dragonflies, students should be able to demonstrate mastery of the following material:

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OVERVIEW

Children are developing greater independence and emotional regulation, while using language to solve problems, ask questions, and build friendships. These children engage in imaginative play, follow multi-step directions, and show curiosity across classroom areas. They are increasingly responsible for their own care, able to use the toilet independently, and participate in classroom routines with minimal prompting. Their skills reflect readiness for more structured group learning while maintaining the play-based foundation critical for development.

SOCIAL-EMOTIONAL DEVELOPMENT

- Recognizes and names a variety of emotions in self and others
- Uses simple strategies to manage strong feelings (e.g., breathing, asking for help)
- Demonstrates empathy through helping or comforting peers
- Begins cooperative play and friendship-building
- Participates in group activities and follows simple group rules
- Takes turns and begins to negotiate with peers during play

LANGUAGE & LITERACY

- Uses complete sentences and descriptive language
- Engages in back-and-forth conversations with adults and peers
- Asks "why" and "how" questions to explore new ideas
- Retells parts of a story or experience using language and gestures
- Sings songs and recites familiar rhymes with accuracy
- Begins to use positional and comparative words (e.g., on, under, big, small)

COGNITIVE DEVELOPMENT

- Sorts and categorizes objects by multiple attributes
- Engages in imaginative and symbolic play with increasing complexity
- Understands simple time concepts (e.g., before/after, today/tomorrow)
- Follows routines and problem-solves independently with guidance
- Enjoys simple memory games and matching activities
- Begins to understand quantity concepts (e.g., more/less, counting to 10)

PHYSICAL DEVELOPMENT

- Climbs, balances, and maneuvers playground structures confidently
- Uses writing tools with increasing control and precision
- Cuts with scissors and manipulates small objects (e.g., beads, snap cubes)
- Demonstrates body awareness through movement games or group time
- Runs, hops, and begins to gallop or skip
- Strings beads, builds with interlocking blocks, and completes multi-piece puzzles

SELF-HELP & LIFE SKILLS

- Uses the toilet and washes hands independently
- Dresses self with minimal support (e.g., zipping, buttoning)
- Manages personal belongings (e.g., backpack, lunchbox)
- Begins to understand classroom expectations and routines
- Prepares own nap mat or lunch area with reminders
- Uses polite words and phrases (e.g., please, thank you, excuse me)

INTRODUCTION TO CHRISTIAN VALUES

Children engage in prayers before snack and lunch, sing joyful worship songs, crafts and are introduced to concepts like God's goodness, creation, and compassion. Teachers connect moral choices to simple Biblical truths (e.g., "God wants us to be kind").

TOILET TRAINING

By the end of this class, children are confidently using the toilet independently throughout the day. Teachers partner with families to support healthy habits and self-care routines.



ESSENTIAL LEARNING FOR FIREFLIES: 4 YEAR OLDS

At the end of Fireflies, students should be able to demonstrate mastery of the following material:

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OVERVIEW

Children graduating from the Firefly class are ready to transition into kindergarten or junior kindergarten environments, with a strong sense of identity, increasing independence, and curiosity for learning. These children demonstrate growing emotional resilience, social awareness, and problem-solving abilities. They use expressive language to ask questions, narrate stories, and collaborate with peers. Children are confident in managing their personal care and understanding daily routines. Their experience in this mixed-age setting prepares them to adapt, lead, and participate in diverse learning experiences.

SOCIAL-EMOTIONAL DEVELOPMENT

- Understands and communicates own feelings and respects others' emotions
- Uses negotiation and compromise during peer interactions
- Demonstrates leadership during group play and classroom routines
- Shows initiative and confidence in choosing activities and asking for help

LANGUAGE & LITERACY

- Speaks clearly and uses rich vocabulary to express ideas
- Engages in storytelling and dramatic play with others
- Asks and answers open-ended questions
- Understands and uses positional words, sequencing, and descriptive language

COGNITIVE DEVELOPMENT

- Recognizes patterns, counts with one-to-one correspondence, and sorts objects
- Begins to identify letters, numbers, and symbols in the environment
- Able to plan play scenarios, and solve social or material challenges creatively
- Understands classroom rules and routines, and anticipates transitions

PHYSICAL DEVELOPMENT

- Jumps, hops, and pedals tricycles with confidence
- Demonstrates pencil grip and control when drawing or writing
- Cuts along lines and manipulates a variety of tools with purpose
- Participates in group games with rules (e.g., Freeze Dance, obstacle courses)

SELF-HELP & LIFE SKILLS

- Uses the restroom with independence or signals for support when needed
- Takes responsibility for belongings and daily routines (e.g., lunch, cleanup)
- Practices self-regulation strategies (e.g., deep breaths, waiting for turns)
- Prepares for transitions and adapts to changes in routine

INTRODUCTION TO CHRISTIAN VALUES

As children approach kindergarten, faith-based learning gently builds on earlier experiences. They participate in group prayer, act out stories of kindness and courage from the Bible, and reflect on how they can show God's love in everyday actions. These lessons remain developmentally appropriate and focused on heart-centered values, and NOT theological doctrine.

TOILET TRAINING

As children prepare for kindergarten, they are fully potty-trained. While teachers continue to reinforce independent toileting skills and self-care routines, with understanding.