

Transitional Kindergarten Curriculum Guide

Capistrano Unified School District

Dr. Keeler (drkeeler@capousd.org)

September/October

Big Idea: Ready for School

Guiding Question

- What do I do at school?

Knowledge Focus

- Children will learn the expectations, routines, and behaviors of school.

Vocabulary

- Class
- Help
- Partners
- Cooperate

Weekly Big Ideas

- My school
- Making friends
- Learning together
- Getting along

Big Idea Weekly Projects

- Listening to names
- Ball toss game – say name
- Bubbles

Habits of Mind/Social/Emotional Focus

- Children will explore friendship and how to work together, share, and play with their classmates (**Cooperation**)

Social-Emotional

Strand: Social and Emotional Health

Sub Strand: 1.0 Self-Awareness

- 1.1 Describe comparison characteristics of themselves with others including physical, personality, and cultural. Recognize differences and diversity.
- 1.2 Describe the characteristics of families.
- 1.3 Understand relational self-behaviors such as the use of “Please,” “Thank You,” “Excuse me,” and “I’m sorry.”

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Sub Strand: 2.0 Self-Regulating Behaviors

- 2.1 Display impulse control when expressing personal needs and wants appropriately with adult guidance.
- 2.2 Expresses emotions in an appropriate way with adult guidance.

Sub Strand: 3.0 Social and Emotional Awareness

- 3.1 Visual pictures.
- 3.2 Begin to understand how emotions contribute to individual differences and actions.

Strand: Relationships

Sub Strand: 1.0 Attachment to Parents

- 1.1 Seek support from parents on a regular basis and values these relationships.
- 1.2 Cooperate with direction given by parents and respects their role as primary family caregivers.
- 1.3 Is able to detach from family caregivers during the day.

Sub Strand: 2.0 Attachments to Adults

- 2.1 Attach to teacher figures at school and engages in meaningful relationships with them.
- 2.2 Is able to approach teacher figures and express needs and concerns.

English-Language Arts

Strand: Listening and Speaking

Sub Strand: 1.0 Comprehension of Language

- 1.1 Use language as a tool for communication through collective conversations with adults and peers in small and large group contexts.
- 1.2 Through language activities engage in predicting, problem solving, and seeking new information.
- 1.3 Discuss rules including listening and taking turns.
- 1.4 Discuss various topics through conversation.
- 1.5 Respond to questions regarding text and information.
- 1.6 Respond to one and two-step oral commands.
- 1.7 Is able to ask questions or receive help.
- 1.8 Speak clearly to be understood by others.
- 1.9 Use language to describe events, places, and familiar people with support and prompting.
- 1.10 Use drawings and art to communicate.
- 1.11 Is able to distinguish between fiction and non-fiction examples.

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Strand: Listening and Speaking

Sub Strand: 2.0 Vocabulary Acquisition and Use

- 2.1 Uses acceptable words to describe objects, actions, and attributes based on multiple experiences.
- 2.2 Assimilate new words and their meaning accurately in everyday life through literature and conversation.
- 2.3 Understand simple and complex words.
- 2.4 Attach meaning to new words and real life connections.

Mathematics

Strand: Number Sense

Sub Strand: 1.0 Counting

- 1.1 Understand number names and counting sequence of objects.
- 1.2 Can count twenty objects and to 100 by tens.
- 1.3 Writes numbers 1-10 and represents 20 objects.
- 1.4 Can associate the name, identification, and number of objects up to 20.
- 1.5 Can recite the total number of objects to 20 in a variety of arrangements.
- 1.6 Understand larger numbers from small numbers.

Visual and Performing Arts

Strand: Visual Arts

Sub Strand: 1.0 Artistic Perception

- 1.1 Recognize art elements such as texture, line, and patterns.
- 1.2 Can describe color, shape and form in materials.
- 1.3 Engage in art activities and completes projects.
- 1.4 Discuss artwork using art vocabulary.
- 1.5 Can describe their art and what they see.
- 1.6 Articulate their enjoyment in art and art preferences.
- 1.7 Choose artwork for display and describe its meaning.

Strand: Music

Sub Strand: 1.0 Analyze and Describe Music

- 1.1 Use symbols to represent a beat
- 1.2 Reflect on a variety of music and its types for various purposes.
- 1.3 Identify patterns in music, high/low, fast/slow, and loud/soft.
- 1.4 Identify music like sounds from various instruments.
- 1.5 Explore music sounds from various cultures.
- 1.6 Use body movement to reflect beat and tempo.

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Physical Development

Strand: Perceptual Motor Skills

Sub Strand: 1.0 Body Awareness

1.1 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.

Sub Strand: 2.0 Spatial Awareness

2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.

Strand: Fundamental Movement Skills

Sub Strand: 3.0 Manipulative Skills

3.1 Show gross motor manipulative skills using arms, hands and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.

3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.

Health Education

Strand: Health Habits

Sub Strand: 1.0 Basic Hygiene

1.1 Identify effective dental and personal hygiene practices.

1.2 Define "germs."

1.3 Explain why the transmission of germs may be harmful to health.

1.4 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

1.5 Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

Strand: Safety

Sub Strand: 1.0 Injury Prevention

1.1 Identify safety rules for the home, the school, and the community.

1.2 Follow rules for safe play and safety routines.

1.3 Identify emergency situations.

1.4 Identify trusted adults who can help in emergency situations.

1.5 Demonstrate how to ask a trusted adult for help or call 9-1-1.

1.6 Identify situations when it is necessary to seek adult help or call 9-1-1.

1.7 Explain ways to stay safe when riding in a bus or other vehicle.

1.8 Identify ways to stay safe when crossing streets, riding a bicycle, or playing.

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History-Social Science

Strand: Self and Society

Sub Strand: 2.0 Relationships

- 2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.
- 2.2 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

Strand: Sense of Time (History)

Sub Strand: 1.0 Understanding Past Events

- 1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.
- 1.2 Put events in temporal order using a calendar, placing days, weeks, and months in proper order.

Strand: Good Citizenship

Sub Strand: 2.0 Fairness and Respect for Other People

- 2.1 Show attentiveness to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways.
- 2.2 Actively support rules that protect fairness to others.

Sub Strand: 3.0 Conflict Resolution

- 3.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.

Science

Strand: Science Inquiry

Sub Strand: 1.0 Observation and Investigation

- 1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.
- 1.2 Observe common objects by using the five senses.
- 1.3 Describe the properties of common objects.
- 1.4 Describe the relative position of objects by using one reference (e.g., above or below).
- 1.5 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.
- 1.6 Compare and contrast objects and events and describe similarities and differences in greater detail.
- 1.7 Demonstrate an increased ability to make predictions and check them (e.g., may make

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more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).

1.8 Demonstrate an increased ability to make inferences and form generalizations based on evidence.

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November/December

Big Idea: My Family

Guiding Question

- What is family? What does my family look like?

Knowledge Focus

- Children learn about family members, family roles, and unique qualities of families.

Vocabulary

- Family
- Cousins
- Thankful
- Tradition

Weekly Big Ideas

- Who is my family?
- We take care of each other
- Family fun and uniqueness of families
- Family traditions & celebrations

Big Idea Weekly Projects

- Family album
- Measure hands
- Shopping trip
- Holding hands for kindness

Habits of Mind/Social/Emotional Focus

- Children learn about and explore ways of showing kindness and being considerate, generous, and friendly (**Kindness**)

Social-Emotional Development

Strand: Social and Emotional Health

Sub Strand: 5.0 Initiative in Learning

5.1 Display confidence in making new discoveries, identifying new solutions, and persisting in trying to figure things out.

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English-Language Arts

Strand: Reading

Sub Strand: 3.0 Word Print Recognition

- 3.1 Can recognize name, common words and upper/lower case letters.
- 3.2 Associate letters with consonant and vowel sounds.
- 3.3 Associate words with text and ascribe sounds with meaning.

Mathematics

Strand: Number Sense

Sub Strand: 3.0 Measurement and Data

- 3.1 Classify objects and counts the number of each object in each category.
- 3.2 Describe measurable attributes of objects, such as length and weight.
- 3.3 Make comparisons of objects for attributes.
- 3.4 Demonstrate concepts of time and days of the week.

Visual and Performing Arts

Strand: Drama

Sub Strand: 1.0 Notice, Respond, Engage

- 1.1 Understand basic elements of theater; actor, character, performance, story, staging, and audience.
- 1.2 Understand role as an audience member and its rules.
- 1.3 Understand concepts of plot and conflict.
- 1.4 Understand differences of real people and imaginary characters.
- 1.5 Invent concepts of plot and performance characters.

Physical Development

Strand: Fundamental Movement Skills

Sub Strand: 1.0 Balance

- 1.1 Show increasing balance and control when holding still.
- 1.2 Create shapes at high, medium, and low levels by using hands arms, torso, feet, and legs in a variety of combinations.
- 1.3 Show increase balance control while moving in different directions and when transitioning from one movement or position to another.

Health Education

Strand: Safety

Sub Strand: 2.0 Safe Practices

- 2.1 Show how to cross the street safely.

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- 2.2 Distinguish between appropriate and inappropriate touching.
- 2.3 Explain that everyone has the right to tell others not to touch his or her body.
- 2.4 Describe school rules about getting along with others.
- 2.5 Recognize the characteristics of bullying.
- 2.6 Recognize that anything may be poisonous or cause harm if used unsafely.

History-Social Science

Strand: Self and Society

Sub Strand: 1.0 Culture and Diversity

- 1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices.
- 1.2 Show more interest in human diversity, but strongly favor characteristics of their own group.
- 1.3 Recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

Science

Strand: Life Sciences

Sub Strand: 1.0 Properties and Characteristics of Living Things

- 1.1 Know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
- 1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking), in humans and other animals.
- 1.3 Know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).
- 1.4 Recognize that living things have habitats in different environments suited to their unique needs.
- 1.5 Indicate knowledge of the differences between animate and inanimate objects, that only animals and plants (not nonliving objects) undergo biological processes such as growth, illness, healing, and death.

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January

Big Idea: Our Community

Guiding Question

- Who are the people in my community?

Knowledge Focus

- Children learn about the role of the community in their lives and the importance of good citizenship.

Vocabulary

- Community
- Workers
- Transportation
- Environment

Weekly Big Ideas

- Places we go
- People we meet
- Things that move
- Going green

Big Idea Weekly Projects

- Make a community map
- Have we met?
- Try a pattern that moves
- Helping the earth

Habits of Mind/Social/Emotional Focus

- Children learn and explore different roles and responsibilities they have as a part of their classroom community in which they live (**Responsibility**)

Social-Emotional Development

Strand: Social and Emotional Health

Sub Strand: 4.0 Empathy and Caring

4.1 Understand when others need help or are in distress and respond in a helpful way.

4.2 Describe positive ways of showing care, consideration and concern for others.

4.3 Strategize ways of helping family members at home.

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English-Language Arts

Strand: Listening and Speaking

Sub Strand: 3.0 Use of English Grammar

- 3.1 Demonstrate the use of complex sentences that communicate three to four concepts.
- 3.2 Use age appropriate grammar, word forms, such as a subject verb agreement, progressive tense, regular past tense, irregular plurals, pronouns, and possessives.
- 3.3 Able to print most upper and lower case letters.
- 3.4 Begin to add plural nouns orally.
- 3.5 Begin to use question words and prepositions.
- 3.6 Use complex sentences in conversations and group interactions.
- 3.7 Begin to write simple words drawing on knowledge of sound letter relationships.

Mathematics

Strand: Number Sense

Sub Strand: 3.0 Measurement and Data

- 3.5 Classify objects and counts the number of each object in each category.
- 3.6 Describe measurable attributes of objects, such as length and weight.
- 3.7 Make comparisons of objects for attributes.
- 3.8 Demonstrate concepts of time and days of the week.

Visual and Performing Arts

Strand: Drama

Sub Strand: 2.0 Creative Expression

- 2.1 Engage in role playing situations with imagination and creativity.
- 2.2 Perform initial movements and rhythm activities, freeze, statues, mirrors.
- 2.3 Perform pantomimes to retell a familiar story.
- 2.4 Retell stories of current life and fairy tales.
- 2.5 Portray in play activities various roles, family, teachers, and community helpers.
- 2.6 Use voice and movement to reinforce concepts of the story.

Physical Development

Strand: Fundamental Movement Skills

Sub Strand: 2.0 Locomotor Skills

- 2.1 Walk with balance, while walking forward and sideways on a narrow elevated surface.
- 2.2 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
- 2.3 Travel in straight, curved, and zigzag pathways.
- 2.4 Jump for height and for distance with increasing competence.
- 2.5 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.

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Health Education

Strand: Safety

Sub Strand: 1.0 Injury Prevention

- 2.7 Identify people who are strangers and how to avoid contact with strangers.
- 2.8 Demonstrate how to ask trusted adults for help.
- 2.9 Define and explain the dangers of weapons.
- 2.10 Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.
- 2.11 Show how to answer the phone in a safe way.
- 2.12 Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- 2.13 Show how to tell a trusted adult when you or a friend find a weapon.

History-Social Science

Strand: Sense of Time (History)

Sub Strand: 3.0 Personal History

- 3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.

Science

Strand: Science Inquiry

Sub Strand: 2.0 Statistics, Data Analysis, and Probability

- 2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.
- 2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.

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February

Big Idea: Awesome Animals

Guiding Question

- What are the animals that live in this world?

Knowledge Focus

- Children learn about life science through the exploration of animals and animal life cycles.

Vocabulary

- Feathers
- Burrow
- Wings
- Develop

Weekly Big Ideas

- All kinds of animals
- Animal homes
- Creepy, crawly insects
- Animals grow and change

Big Idea Weekly Projects

- Compare and categorize animals
- Animal home with materials
- Buzzy bugs, play dough
- Egg hunt surprise

Habits of Mind/Social/Emotional Focus

- Children explore the world of animals by paying close attention to things in their surrounding environment and being attentive during learning activities (**Attention**)

Strand: *Social Interaction*

Sub Strand: 1.0 Interactive Communication with Adults

1.1 Comfortable with interactions with familiar adults and engages in these relationships.

English-Language Arts

Strand: *Reading*

Sub Strand: 1.0 Concepts About Print

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- 1.1 Demonstrate understanding of printed text by following words left to right, top to bottom, and page-by-page.
- 1.2 Recognize the significance and meaning of print with the sequence of letters and spaces.
- 1.3 Identify the various parts of a book including front cover, back cover, title page, author and illustrator.

Mathematics

Strand: Number Sense

Sub Strand: 4.0 Geometry

- 4.1 Identify shapes in everyday environment.
- 4.2 Name basic shapes of circle, square, triangle, cubes, hexagon, cones, and cylinders and can replicate them.
- 4.3 Describe shapes and characteristics.
- 4.4 Can describe objects according to shapes.

Visual and Performing Arts

Strand: Visual Arts

Sub Strand: 2.0 Creative Expression

- 2.1 Use shapes and colors to make patterns and objects.
- 2.2 Use a variety of collage materials to create a project.
- 2.3 Use drawings to depict life experiences with people, places, animals, and objects.
- 2.4 Use art tools such as dough and clay to form creations.
- 2.5 Paint meaningful pictures to express thoughts and experiences.
- 2.6 Can name various art materials.

Physical Development

Strand: Perceptual Motor Skills

Sub Strand: 3.0 Directional Awareness

- 3.1 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.
- 3.2 Travel forward and sideways while changing direction quickly and in response to a signal.
- 3.3 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.

Health Education

Strand: Health Habits

Sub Strand: 3.0 Knowledge of Wellness

- 3.1 Identify several different internal body parts and demonstrate a basic, limited

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knowledge of some functions.

- 3.2 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.
- 3.3 Demonstrate how to ask for assistance with a health-related problem.
- 3.4 Practice sun-safe actions with decreasing adult support and guidance

History-Social Science

Strand: Sense of Place (Geography and Ecology)

Sub Strand: 1.0 Navigating Familiar Locations

- 1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities), the distances between familiar locations (such as between home and school); and compare their home community with those of others.

Science

Strand: Life Sciences

Sub Strand: 2.0 Changes in Living Things

- 2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).
- 2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).

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March

Big Idea: Imagine it, Make it!

Guiding Question

- How can I use my imagination?

Knowledge Focus

- Children learn how imagination and creativity shape our world.

Vocabulary

- Imagination
- Structure
- Invention
- Appreciate

Weekly Big Ideas

- Using my imagination
- Tools we use
- Things we build
- Art all around us

Big Idea Weekly Projects

- What do I see?
- Tool banner
- Build together
- Shape mosaics

Habits of Mind/Social/Emotional Focus

- Children explore imagination and creativity by showing a readiness and ability to initiate, or start something new (**Initiative**)

Social-Emotional Development

Strand: Relationships

Sub Strand: 3.0 Friendships

- 3.1 Engage in two-way conversations with friends and makes social connections.
3.2 Develop exclusive friends with peers that continue and develop with time.

English-Language Arts

Strand: Reading

Sub Strand: 2.0 Phonological Awareness

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- 2.1 Understand spoken words and sounds.
- 2.2 Can recognize rhyming and blended words.
- 2.3 Can produce beginning and ending sounds of words.

Mathematics

Strand: Number Sense

Sub Strand: 4.0 Geometry

- 4.5 Can describe objects in relationship to their position, up/down, beside/in front, below/behind, and next to.
- 4.6 Identify two or three-dimensional shapes.
- 4.7 Analyze and compare shapes.
- 4.8 Building shapes with materials.
- 4.9 Create picture designs with shapes.

Visual and Performing Arts

Strand: Visual Arts

Sub Strand: 3.0 Original Expressions of Art

- 3.1 Create art reflective of family and neighborhood.
- 3.2 Demonstrate control of art materials with projects.
- 3.3 Draw objects in environment.
- 3.4 Point out symbols, pictures, and images that bring meaning.
- 3.5 Describe different art medias.

Physical Development

Strand: Active Physical Play

Sub Strand: 3.0 Muscular Strength, Muscular Endurance, and Flexibility

- 3.1 Hang from overhead bars for increasing periods of time.
- 3.2 Climb a ladder, jungle gym, or apparatus.
- 3.3 Stretch shoulders, legs, arms, and back without bouncing.
- 3.4 Explain that strong muscles help the body to climb, hang, push, and pull.
- 3.5 Describe the role of muscles in moving the bones.

Health Education

Strand: Health Habits

Sub Strand: 2.0 Oral Health

- 2.1 Demonstrate knowledge of more steps of the routine for brushing and when tooth brushing should be done, with less adult supervision.
- 2.2 Identify effective dental and personal hygiene practices.
- 2.3 Show effective dental and personal hygiene practices.

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History-Social Science

Strand: Sense of Time (History)

Sub Strand: 4.0 Historical Changes in People and the World

- 4.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis of the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
- 4.2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Lincoln, and Benjamin Franklin.
- 4.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
- 4.4 Understand that being a good citizen involves acting in certain ways.
- 4.5 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

Science

Strand: Physical Sciences

Sub Strand: 1.0 Properties and Characteristics of Nonliving Objects and Materials

- 1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties (size, weight, shape, color, texture, and sound) of objects and of solid and nonsolid materials.
- 1.2 Demonstrate an increased awareness that objects and materials can change in various ways.

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April

Big Idea: Growing up Healthy

Guiding Question

- Children learn about their bodies and how to take care of themselves.

Knowledge Focus

- Children learn about their bodies and how to take care of themselves.

Vocabulary

- Smell
- Exercise
- Nutritious
- Caution

Weekly Big Ideas

- My senses
- Taking care of myself
- Eating well
- Staying safe

Big Idea Weekly Projects

- Body shapes
- Dr. bag
- Classroom feast
- Crossing guard

Habits of Mind/Social/Emotional Focus

- Children explore ways to take care of themselves as they become more self-aware of their personal strengths and limitations (**Self-Awareness**)

Strand: Social Interaction

Sub Strand: 4.0 Cooperation and Responsibility

- 4.1 Able to use self-control in group settings.
- 4.2 Desire to display behavior that adults approve of and feel proud of their actions.

English-Language Arts

Strand: Reading

Sub Strand: 4.0 Comprehension of Text

- 4.1 Able to describe details in text and story including characters, events, and settings.
- 4.2 Summarize and predict story elements through retelling, reenacting, or art work.
- 4.3 Predict story details using illustrations.

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- 4.4 Confirm understanding of text presented orally or with media by responding to questions about key details.
- 4.5 Use text information to compare, describe, and associate or categorize.
- 4.6 Identify key components of a text and the connection of people, events, and ideas.
- 4.7 Compare two texts identifying similarities and differences of the same topic.
- 4.8 Engage in group language activities with the goal of comprehension.

Mathematics

Strand: Number Sense

Sub Strand: 5.0 Mathematical Reasoning

- 5.1 Use mathematical thinking to engage in critical thinking skills.
- 5.2 Solve everyday problems that use mathematical strategies.
- 5.3 Use abstract thinking to provide reasons for outcomes.
- 5.4 Identify structure in objects.

Visual and Performing Arts

Strand: Music

Sub Strand: 2.0 Creative Expression

- 2.1 Discriminate voices, sounds, and follows words in a song.
- 2.2 Use voice to echo a short melody.
- 2.3 Sing age appropriate songs from memory.
- 2.4 Sing songs with a wide pitch range.
- 2.5 Play instruments, with moves to demonstrate awareness of beat, tempo, and melody.
- 2.6 Create and perform music in front of family and peers.
- 2.7 Create brief melodies with instruments and voice.
- 2.8 Explore role of music and diversity in cultures.
- 2.9 Identify uses of music in daily experiences.
- 2.10 Use music together with dance, theatre, and the visual arts, for storytelling.

Physical Development

Strand: Active Physical Play

Sub Strand: 4.0 Self Responsibility

- 4.0 Identify the body part involved when stretching.
- 4.1 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
- 4.2 Explain that the body is composed of bones, organs, fat, and other tissues.

Health Education

Strand: Nutrition

Sub Strand: 1.0 Nutrition Knowledge

- 1.1 Identify a large volume of foods and may know some of the related food groups.

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- 1.2 Name a variety of healthy foods and explain why they are necessary for good health.
- 1.3 Identify a variety of healthy snacks.
- 1.4 Recognize the importance of a healthy breakfast.
- 1.5 Recognize that not all products advertised or sold are good for them.

History-Social Science

Strand: Good Citizenship

Sub Strand: 1.0 Skills for Democratic Participation and Responsible Conduct

- 1.1 Understand that being a good citizen involves acting in certain ways.
- 1.2 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- 1.3 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

Science

Strand: Physical Sciences

Sub Strand: 1.0 Properties and Characteristics of Nonliving Objects and Materials

- 1.3 Explore and demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).
- 1.4 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, way things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.

Transitional Kindergarten Curriculum Guide

Capistrano Unified School District

Dr. Keeler (drkeeler@capousd.org)

May

Big Idea: Nature all Around Us

Guiding Question

- What does my world look and feel like?

Knowledge Focus

- Children learn about their environment by investigating characteristics of the natural world.

Vocabulary

- Plant
- Grow
- Weather
- Seasons

Weekly Big Ideas

- How do plants grow?
- What's in the sky?
- Our weather
- The seasons

Big Idea Weekly Projects

- Grow a plant
- Hiding bugs
- Flower paint print
- Cup garden

Habits of Mind/Social/Emotional Focus

- Children are encouraged to be curious about their environment by watching plant growth and observing changes they see in the sky, weather, and seasons (**Curiosity**)

Social-Emotional Development

Strand: Social Interaction

Sub Strand: 2.0 Interactive Communication with Peers

2.1 Cooperate and shares with others.

2.2 Engage in more complex cooperative play experiences.

2.3 Able to negotiate with peers using appropriate words that assist in conflict resolution, with adult assistance.

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English-Language Arts

Strand: Reading

Sub Strand: 5.0 Literacy Responses

- 5.1 Engage in literature activities independently and responds with enjoyment.
- 5.2 Able to sustain language related activities in large and small group settings.

Mathematics

Strand: Number Sense

Sub Strand: 5.0 Mathematical Reasoning

- 5.1 Use mathematical thinking to engage in critical thinking skills.
- 5.2 Solve everyday problems that use mathematical strategies.
- 5.3 Use abstract thinking to provide reasons for outcomes.
- 5.4 Identify structure in objects.

Visual and Performing Arts

Strand: Drama

Sub Strand: 1.0 Notice, Respond, Engage

- 1.1 Participate in dance movements and builds range of capacity for movement.
- 1.2 Perform basic locomotion skills, walking, running, jumping, hopping, galloping, and balancing.
- 1.3 Connect with dance terminology and is able to engage in activity.
- 1.4 Respond to oppositions of high/low, backwards/forwards, wiggle/freeze.
- 1.5 Perform simple movements to oral instructions.
- 1.6 Build the range of capacity movements in sequential steps using different steps to create a form of dance.

Physical Development

Strand: Active Physical Play

Sub Strand: 1.0 Active Participation

- 1.1 Initiate more complex physical activities for a sustained period of time.
- 1.2 Describe the role of water as an essential nutrient for the body.
- 1.3 Explain that nutritious food provides energy for physical activity.

Health Education

Strand: Nutrition

- 1.6 Explain how to ask family members for healthy food options.
- 1.7 Select nutritious snacks.
- 1.8 Plan a nutritious breakfast.
- 1.9 Choose healthy foods in a variety of settings.

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History-Social Science

Strand: Marketplace

Sub Strand: 1.0 Exchange

- 1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.
- 1.2 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).

Science

Strand: Earth Sciences

Sub Strand: 2.0 Changes in the Earth

- 2.1 Demonstrate an increased ability to observe and describe natural objects in the sky; begin to notice how they appear to move and change.
- 2.2 Know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

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June

Big Idea: Moving On

Guiding Question

- What are the changes that have happened in me and my world?

Knowledge Focus

- Children reflect on all the ways they have grown and changed during the year.

Vocabulary

- Travel
- Challenge
- Goal
- Success

Weekly Big Ideas

- Going new places
- Trying new things
- I can do it!
- We're big now!

Big Idea Weekly Projects

- Lion hunt
- Trying new things
- A steep mountain
- Letter match

Habits of Mind/Social/Emotional Focus

- Children learn how to persist and do their best as they try new things
(Persistence)

Social-Emotional Development

Sub Strand: 3.0 Group Participation

3.1 Participate positively in group settings and cooperative play experiences.

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English-Language Arts

Strand: Writing

Sub Strand: 1.0 Writing Types of Text

- 1.1 Use fine motor skills to sustain pencil grasp for drawing and writing.
- 1.2 Write letters and draws pictures to communicate ideas and concepts.
- 1.3 Use text and pictures to create a book or narrative description of a topic.
- 1.4 Describe a narrative with sequential events.
- 1.5 Share book or narrative description with peers and modifies based on questions and feedback.
- 1.6 Read a variety of texts and compares differences and preferences.
- 1.7 Complete a finished writing project in final book form.

Mathematics

Sub Strand: 2.0 Algebraic Thinking

- 2.1 Compare grouping of two and identifies less and more of total numbers.
- 2.2 Understand simple concepts of addition and subtraction with visual prompts.
- 2.3 Can add and subtract up to five objects.

Visual and Performing Arts

Sub Strand: 2.0 Dance Skills

- 2.1 Develop rhythm skills to provide meaningful movement through a beat.
- 2.2 Build body's ability to move in space.
- 2.3 Demonstrate coordination in sync with others.
- 2.4 Travel within a large group without bumping or falling utilizing locomotion skills.
- 2.5 Identify personal space and boundaries.
- 2.6 Claps in time to a simple rhythm beat.

Physical Development

Strand: Active Physical Play

Sub Strand: 2.0 Cardiovascular Endurance

- 2.1 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.
- 2.2 Identify the location of the heart and explain that it is a muscle.
- 2.3 Explain that physical activity increases the heart rate.
- 2.4 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

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Health Education

Sub Strand: 2.0 Self-Regulation of Eating

2.1 Indicate greater awareness of own hunger and fullness.

History-Social Science

Strand: Sense of Place (Geography and Ecology)

Sub Strand: 3.0 Understanding the Physical World Through Drawings and Maps

3.1 Compare and contrast the locations of people, places, and environments and describe their characteristics.

3.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.

3.3 Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).

3.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

Science

Strand: Earth Sciences

2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.

2.4 Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.