

# Transitional Kindergarten Guidelines

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Capistrano Unified School District

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Dr. Keeler (drkeeler@capousd.org)

## Domain: 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.”

#### **Sub Strand: 2.0 Self-Regulating Behaviors**

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

#### **Sub Strand: 3.0 Social and Emotional Awareness**

- 3.1 Identify a variety of emotions.
- 3.2 Begin to understand how emotions contribute to individual differences and actions.

#### **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.

#### **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.

### *Strand: Social Interaction*

#### **Sub Strand: 1.0 Interactive Communication with Adults**

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

#### **Sub Strand: 2.0 Interactive Communications with Peers**

- 2.1 Cooperates and shares with others.
- 2.2 Engages in more complex cooperative play experiences.
- 2.3 Able to negotiate with peers using appropriate words that assist in conflict resolution, with adult assistance.

#### **Sub Strand: 3.0 Group Participation**

- 3.1 Participates positively in group settings and cooperative play experiences.

#### **Sub Strand: 4.0 Cooperation and Responsibility**

- 4.1 Able to use self-control in group settings.

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4.2 Desire to display behavior that adults approve of and feel proud of their actions.

## *Strand: Relationships*

### **Sub Strand: 1.0 Attachment to Parents**

- 1.1 Seek support from parents on a regular basis and value these relationships.
- 1.2 Cooperate with direction given by parents and respect their role as primary family caregivers.
- 1.3 Is able to detach from family caregivers during the day and experience a sense of wellbeing throughout the day with trusted adults.

### **Sub Strand: 2.0 Attachments to Adults**

- 2.1 Attaches 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.

### **Sub Strand: 3.0 Friendships**

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

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## Domain: Language and Literacy

### *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 Speaks clearly to be understood by others.
- 1.9 Uses 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.

#### **Sub Strand: 2.0 Vocabulary Acquisition and Use**

- 2.1 Uses acceptable words to describe objects, action, and attributes based on multiple experiences.
- 2.2 Assimilates new words and meanings accurately in everyday life through literature and conversation.
- 2.3 Understands simple and complex words.
- 2.4 Sort and classify objects into categories to represent groups.

#### **Sub Strand: 3.0 Use of English Grammar**

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

### *Strand: Reading*

#### **Sub Strand: 1.0 Concepts about Print**

- 1.1 Demonstrate understanding of printed text by following words left to right, top to bottom, and page-by-page.
- 1.2 Recognize that print has meaning 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.

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## **Sub Strand: 2.0 Phonological Awareness**

- 2.1 Understands that spoken words have sounds and syllabus.
- 2.2 Can recognize rhyming and blended words.
- 2.3 Can produce beginning and ending sounds of words.

## **Sub Strand: 3.0 Word Print Recognition**

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

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

## **Sub Strand: 5.0 Literacy Responses**

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

## ***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 Writes first name legibly.
- 1.3 Writes letters, draw pictures, and dictates to communicate ideas and concepts.
- 1.4 Able to print most upper and lower case letters.
- 1.5 Use text and pictures to create a book or narrative description of a topic.
- 1.6 Describe a narrative with sequential events using drawing, dictating, and writing.
- 1.7 Share a book or narrative description with peers and modify it based on questions and feedback.
- 1.8 Read a variety of texts and compare differences and preferences.
- 1.9 Complete a finished writing project in a final book form with guidance.

## ***Strand: English Language Development***

### **Sub Strand: 1.0 Listening and Speaking**

- 1.1 Children understand simple language cues and make word associations with assistance.

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- 1.2 Children develop vocabulary for simple skill sets.
- 1.3 Uses simple words to communicate.
- 1.4 Recognize letters and sounds associated with words to communicate concepts.
- 1.5 Uses English words in communication with adults and peers with increasing fluency.

## **Sub Strand: 2.0 Reading**

- 2.1 Engage in listening practices with literature (memorization).
- 2.2 Children initiate and engage in repetitive text reading with the same level of understanding of the text.
- 2.3 Make print associations that are appropriate for age level.
- 2.4 Children demonstrate through responses the purpose of text material.
- 2.5 Children show their knowledge of letters and sounds through daily activity.

## **Sub Strand: 3.0 Writing**

- 3.1 Children use writing and drawing as a form of communication of ideas and concepts.

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## Domain: Mathematics

### *Strand: Number Sense - Counting*

**Sub Strand: 1.0 Children begin to expand their understanding of numbers and quantities in their everyday environment.**

- 1.1 Recite numbers in order from 1-20.
- 1.2 Count to 100 by 10's.
- 1.3 Count on from any given number up to 20 in sequence.
- 1.4 Write numbers 1-10.
- 1.5 Subitize to 6.
- 1.6 Use manipulatives to represent the cardinality of numbers to 10.

### *Strand: Algebra and Functions (Classifications and Patterning)*

**Sub Strand: 2.0 Children begin to and expand their understanding of sorting and patterning in their everyday environment.**

- 2.1 Compare grouping of two and identify less and more of total numbers.
- 2.2 Understands simple concepts of addition and subtraction with visual prompts.
- 2.3 Can add and subtract a small number of objects.
- 2.4 Recognize, create, and extend simple patterns.

### *Strand: Measurement and Data*

**Sub Strand: 3.0 Children begin to expand their understanding of comparing, classifying, ordering, and measuring objects.**

- 3.1 Classify objects and count 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 Begins to demonstrate concepts of time (today, yesterday, tomorrow) and days of the week.

### *Strand: Geometry*

**Sub Strand: 4.0 Children begin to identify and use a variety of shapes in their everyday environment.**

- 4.1 Identify shapes in everyday environment.
- 4.2 Name basic shapes of circle, square, triangle, rectangle, diamond, oval, and can replicate.
- 4.3 Describe shapes with sides and vertices (corners).
- 4.4 Can describe objects according to shapes.
- 4.5 Can describe objects in relationship to their position, up/down, beside/in front, below/behind, and next to.
- 4.6 Analyze and compare shapes.
- 4.7 Building shapes with materials.
- 4.8 Create picture designs with shapes.

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## *Strand: Mathematical Reasoning*

**Sub Strand: 5.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.**

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 and examine different strategies.

5.4 Identify structure in objects (patterns and whole numbers).

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## Domain: 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 and describe artwork using art vocabulary.

#### **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.
- 2.4 Use a variety of art tools to make creations.
- 2.5 Paint meaningful pictures to express thoughts and experiences.
- 2.6 Can name various art materials.

#### **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 medium.

### *Strand: Music*

#### **Sub Strand: 1.0 Analyze and Describe Music**

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

#### **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.

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2.10 Uses music together with dance, theatre, and the visual arts, for storytelling.

## *Strand: Drama*

### **Sub Strand: 1.0 Notice, Respond, Engage**

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

### **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 Can perform and retell stories.
- 2.4 Portray in play activities various roles; i.e., family, teachers, and community helpers.
- 2.5 Use voice and movement to reinforce concepts of the story.

## *Strand: Dance*

### **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 Respond to oppositions of high/low, backwards/forward, wiggle/freeze.
- 1.4 Perform simple movements to oral instructions.

### **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 Travels within a large group without bumping or falling utilizing locomotion skills.
- 2.5 Identifies personal space and boundaries.
- 2.6 Claps in time to a simple rhythm beat.

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## Domain: 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 increased balance control while moving in different directions and when transitioning from one movement or position to another.

#### **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.

#### **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.

### *Strand: Perceptual Motor Skills*

#### **Sub Strand: 1.0 Body Awareness**

- 1.1 Identify and describe parts of the body: 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.

#### **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.
- 3.4 Explain the role of the eyes when striking objects with the hands, arms, and feet.

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3.5 Identify the point of contact for kicking a ball in a straight line.

3.6 Demonstrate contrasts between slow and fast speeds while using locomotor skills.

## ***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.

### **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.

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

3.1 Hang from overhead bars for an increasing length 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.

3.6 Identify the body part involved when stretching.

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

3.8 Explain that the body is composed of bones, organs, fat, and other tissues.

### **Sub Strand: 4.0 Self Responsibility**

4.1 Identify the feelings that result from participation in physical activity.

4.2 Participate willingly in physical activities.

4.3 Demonstrate the characteristics of sharing in a physical activity.

4.4 Describe how positive social interaction can make physical activity with others more fun.

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## Domain: 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).

#### **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.

#### **Sub Strand: 3.0 Knowledge of Wellness**

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

### *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.

#### **Sub Strand: 2.0 Safe Practices**

- 2.1 Show how to cross the street safely.
- 2.2 Distinguish between appropriate and inappropriate touching.

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- 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.
- 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.

## *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.
- 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.
- 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.

### **Sub Strand: 2.0 Self-Regulation of Eating**

- 2.1 Indicate greater awareness of own hunger and fullness.

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## Domain: 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.

#### **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.
- 2.3 Interact comfortably with many peers and adults; take initiative in developing relationships that are mutual, co-operative and exclusive.

#### **Sub Strand: 3.0 Social Roles and Occupations**

- 3.1 Match simple descriptions of work that people do and the names of related jobs at the school, in the local community.

### *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 working in co-operative groups. They should know the consequences of breaking rules.
- 1.3 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

#### **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.

### *Strand: Sense of Time (History)*

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## **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.

## **Sub Strand: 2.0 Anticipating and Planning Future Events**

- 2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.

## **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.

## **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 George Washington and Abraham Lincoln.
- 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.

## ***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.

### **Sub Strand: 2.0 Caring for the Natural World**

- 2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the beneficial and adverse impacts of people on the natural world (e.g., recycling, putting trash in trash cans).

### **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

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their characteristics.

- 3.2 Distinguish between land and water on maps and globes.
- 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.

## *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).

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## Domain: 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 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.

#### **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 Communicate observation orally and through drawings.

### *Strand: Physical Sciences*

#### **Sub Strand: 1.0 Properties and Characteristics of Nonliving Objects and materials**

- 1.1 Demonstrate increased ability to observe, investigate, sort, 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.
- 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, the way things move), and to explore the effect of own actions on the motion of objects, including changes in speed and

# Transitional Kindergarten Guidelines

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Capistrano Unified School District

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Dr. Keeler (drkeeler@capousd.org)

direction.

## *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.

### **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).

## *Strand: Earth Sciences*

### **Sub Strand: 1.0 Properties and Characteristics of Earth materials and Objects**

- 1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.
- 1.2 Know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

### **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.
- 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.