

# Curriculum Guide

## *Transitional Kindergarten*



UNION SCHOOL DISTRICT



Self-Directed  
*Auto-Dirijido*



Innovative  
*Innovador*



Critical Thinker  
*Pensador Crítico*



Collaborative  
*Colaborativo*



Empathetic  
*Empático*



# Transitional Kindergarten Curriculum Guide

This guide is intended to provide clarity about course content including areas of focus in each major content area. While the broad set of knowledge and skills are listed, **essential standards are identified in blue.**

## \*Common Core ELA Standards

	Pre-School Correlation	Kindergarten Correlation
<b>Speaking and Listening: Comprehension and Collaboration</b>		
Use language to communicate with others for a variety of purposes (reasoning, predicting, problem solving, seeking new information)	1.1	SL.K.1
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>		
Use language to construct extended narratives that are real or fictional	1.4	SL.K.4
Speak clearly enough to be understood	1.2	SL.K.6
<b>Language: Vocabulary Acquisition and Use</b>		
Understand and use an increasing variety and specificity of accepted words	2.1	L.K.4
Understand and use accepted words for categories of objects encountered in every day life	2.2	L.K.5.a
Understand and use both simple and complex words that describe the relations between objects	2.3	L.K.5.c
<b>Language: Conventions of Standard English</b>		
Understand and use longer, more complex sentences	3.1	L.K.1.f
Understand and use age-appropriate grammar (subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, possessives)	3.2	L.K.1.b L.K.1.c L.K.1.d L.K.1.e
<b>Reading: Foundational Skills: Print Concepts</b>		
Display knowledge of book-handling behaviors and print conventions (read from left to right, top to bottom, page by page, etc.)	1.1	RF.K.1.a
<b>Understand that print is read and has specific meaning</b>	1.2	RF.K.1.b
<b>Recognize and name more than half of all uppercase letters</b>	3.2	RF.K.1.d
<b>Recognize and name more than half of all lowercase letters</b>	3.2	RF.K.1.d
<b>Reading: Foundational Skills: Phonological Awareness</b>		
Orally blend and delete words and syllables without the support of visual aids	N/A	RF.K.2.b
Orally blend the onsets, rimes, and phonemes of words, with the support of visual aids	N/A	RF.K.2.c
Orally delete the onsets of words, with the support of visual aids	N/A	RF.K.2.d RF.K.2.e
<b>Reading: Foundational Skills: Phonics and Word Recognition</b>		
Recognize own name and other common words in print	3.1	RF.K.3.c
Begin to match consonants to their sounds	N/A	RF.K.3.a

<b>Reading Standards for Literature</b>		
Answer questions, retell, reenact, or create artwork in order to demonstrate knowledge of characters, events, and order of events in a familiar story	<b>4.1</b>	<b>RL.K.1 RL.K.2 RL.K.3</b>
<b>Reading Standards for Informational Text</b>		
Describe, relate, categorize, compare, and contrast information from informational text	<b>4.2</b>	<b>RI.K.1 RI.K.2 RI.K.3</b>
<b>Literacy Interest and Response</b>		
With increasing independence, demonstrate enjoyment of literacy and literacy-related activities	<b>5.1</b>	<b>N/A</b>
Engage in complex routines associated with literacy activities	<b>5.2</b>	<b>N/A</b>
<b>Writing</b>		
<b>Adjust grasp and body position for increased control in drawing and writing</b>	<b>1.1</b>	<b>N/A</b>
Write letter-like shapes to represent words or ideas	<b>1.2</b>	<b>W.K.1 W.K.2 W.K.3</b>
Write first name correctly	<b>1.3</b>	<b>W.K.1 W.K.2 W.K.3</b>

C.U.S.D.

\*These standards were created by the Campbell Union School District in alignment with the California Preschool Learning Foundations and the Kindergarten Common Core State Standards adopted by the state of California. There are no transitional kindergarten standards adopted by the state of California.

# Mathematics

TK Standard	Pre-School Correlation	Kindergarten Correlation
<b>Number Sense, Counting, and Cardinality</b>		
Count up to 10 objects using one-to-one correspondence	1.4	K.CC.B.4.A
<b>Recite numbers to 20</b>	1.1	K.CC.A.1
Recognize with name and write some numerals (between 0-10)	1.2	K.CC.A.3
<b>Understand, when counting, that the number of the last object counted represents the total number of objects</b>	1.5	K.CC.B.4.B
<b>Compare, by counting and matching, two groups of up to 5 objects and communicate “more,” “fewer/less,” or “same as”</b>	2.1	K.CC.C.6
Understand that adding one or taking away one changes the number in a small group of objects by exactly one	2.2	K.OA.A.4
<b>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups</b>	2.3	K.OA.A.3
<b>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting</b>	2.4	K.OA.A.2
<b>Measurement and Data</b>		
Sort and classify objects by one or more attributes	1.1	K.MD.B.3
Recognize, duplicate, extend, and create simple repeating patterns	2.1, 2.2	N/A
<b>Compare two objects by length, weight, or capacity directly or indirectly</b>	1.1	K.MD.A.1
<b>Order four or more objects by size</b>	1.2	K.MD.A.2
<b>Geometry</b>		
Identify, describe, and construct a variety of shapes	1.1	K.G.A.2
<b>Combine different shapes to create a picture design</b>	1.2	K.G.B.6
<b>Identify positions of objects and people in space</b>	2.1	K.G.A.1
<b>Mathematical Reasoning</b>		
Use mathematical thinking to solve problems in their everyday environment	<b>Problem Solving</b>	<b>Mathematical Practices</b>

C.U.S.D.

\*These standards were created by the Campbell Union School District in alignment with the California Preschool Learning Foundations and the Kindergarten Common Core State Standards adopted by the state of California. There are no transitional kindergarten standards adopted by the state of California.

## TK Essential Standards: Social Emotional Development

Explores the environment to learn about people and things (ATL 1)
Develops strategies for regulating feelings and behavior (ATL 2)
Persists in understanding and mastering activities (ATL 3)
Shares space and materials with others (ATL 4)
Shows awareness of self in relation to others (SED 1)
Develops understanding of people's behaviors, feelings, and thoughts (SED 2)
Interacts competently and cooperatively with familiar adults (SED 3)
Interacts competently and cooperatively with peers and develops friendships (SED 4)
Engages in symbolic play with others (SED 5)



# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ Identifying emotions
- ⇒ Accurate self-perception
- ⇒ Recognizing strengths
- ⇒ Self-confidence
- ⇒ Self-efficacy

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ Impulse control
- ⇒ Stress management
- ⇒ Self-discipline
- ⇒ Self-motivation
- ⇒ Goal setting
- ⇒ Organizational skills

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ Perspective-taking
- ⇒ Empathy
- ⇒ Appreciating diversity
- ⇒ Respect for others

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ Communication
- ⇒ Social engagement
- ⇒ Relationship building
- ⇒ Teamwork

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ Identifying problems
- ⇒ Analyzing situations
- ⇒ Solving problems
- ⇒ Evaluating
- ⇒ Reflecting
- ⇒ Ethical responsibility







## Collaborative

### Collaboration Definition:

Learners who are collaborative systematically and interdependently work towards a common goal while communicating and being flexible throughout the exchange of ideas.

### Skills and Behaviors/ Dispositions:

- Listening: Actively hear, paraphrase, and summarize other's ideas to deeply understand alternative or competing perspectives.
- Contributing: Offer new, radical, and sometimes unpopular views.
- Accept and provide growth oriented feedback: Specific feedback that guides individuals toward mastery of individual efforts rather than performance or compliance.
- Committing to work through conflict: Productively engage in and move through conflict.
- Consensus Building: Find ways to compromise to provide solutions.

### Learning Target Progression:

#### TK-2 Learning Targets

1. I can receive feedback with an open mind.
2. I can listen to and ask questions of others to get their ideas.
3. I can share in a positive way with my partner or team.

#### 3rd - 5th Grade Learning Targets

1. I can give and receive feedback that is respectful, specific, and helpful.
2. I can respectfully listen to, consider, and build on different points of view.
3. I can adapt to various working situations.
4. I can productively contribute to the group.
5. I can present information about a topic of choice in multiple ways.

#### 6th-8th Grade Learning Targets

1. I can internalize feedback received to contribute to a collaborative conversation.
2. I can work interdependently with my team in a respectful manner to reach a common goal.
3. I can respectfully agree/disagree with ideas instead of people.
4. I can apply productive feedback from others.
5. I can actively listen to ensure that all team members are equally heard.



Empathetic

**Empathetic Definition:**

Learners who are empathetic are socially aware and able to respond appropriately to the needs of multiple perspectives.

**Skills and Behaviors:**

- Sensitivity to other’s emotions: Develop an “emotional radar” to pick up on what people are feeling by watching body language and facial expressions to pick up on any meaning they are showing transparently.
- Self Awareness: Understand how your emotions or feelings may be affecting your thoughts and actions.
- Open-Mindedness: Allow yourself to be influenced by the thoughts and feelings of others.
- Imagination/Curiosity: Think about what it would be like to be in their shoes and take time to be curious about what people think to understand their point of view.

**Learning Target Progression:**

TK-2 Learning Targets
<ol style="list-style-type: none"><li>1. I can recognize what someone else may be thinking and feeling.</li><li>2. I can describe how my actions impact others.</li><li>3. I can treat others with respect and kindness.</li><li>4. I can listen with my eyes, ears, and heart.</li></ol>
3rd - 5th Grade Learning Targets
<ol style="list-style-type: none"><li>1. I can offer help when someone is in need.</li><li>2. I can respond appropriately to the feelings of others.</li><li>3. I can actively listen to understand another point of view.</li><li>4. I can recognize that everyone has different experiences which contribute to who they are and their view of the world.</li></ol>
6th-8th Grade Learning Targets
<ol style="list-style-type: none"><li>1. I can offer help when someone is in need.</li><li>2. I can anticipate how others might respond to my actions.</li><li>3. I can actively listen to understand another point of view.</li><li>4. I can apply my understanding of multiple perspectives and individual differences in various contexts.</li><li>5. I can stand up for others when I see mistreatment in and outside the classroom.</li></ol>



### **Self-Directed Definition:**

Learners who are self-directed continuously assess their present state of being and plan and execute steps to continue growing.

### **Skills and Behaviors:**

- Focus on goals: Set individual growth goals and create steps to achieve them.
- Focus on strengths: Learn and capitalize on individual strengths.
- Knowing what to do when you don't know: Embrace uncertainty with questions and a commitment to pursue information and next steps.
- Perseverance: Continuing to push through challenges

### **Learning Target Progression:**

#### TK-2 Learning Targets

1. I can make a plan to finish what I start.
2. I can explore different learning strategies.
3. I can select resources to support my learning goal.
4. I can ask questions to help me understand.
5. I can try again when learning is hard.

#### 3rd - 5th Grade Learning Targets

1. I can set goals for my learning needs.
2. I can choose a strategy to support my learning goals.
3. I can seek help in an appropriate way from reliable sources to complete tasks.
4. I can ask deeper questions to help me understand.
5. I can persevere when learning gets tough.

#### 6th-8th Grade Learning Targets

1. I can set goals for my own learning with steps that help me manage projects and accomplish tasks.
2. I can identify and use learning strategies that work best for me.
3. I take initiative to use the resources available to me when I don't understand something.
4. I can engage in inquiry to extend my learning.
5. I can persevere through difficult tasks and situations and adjust my goals as needed.



### A Critical Thinker

#### **Critical Thinker Definition:**

Learners who are critical thinkers question their current level of understanding and work to deepen or challenge that understanding.

#### **Skills and Behaviors:**

- Investigation: Ask questions and formulate a process for problem solving
- Analyzing and Interpreting: Identify and define a specific problem
- Sourcing: Discern the reliability of information and distinguish fact from opinion.
- Connecting: See patterns and create connections
- Drawing Conclusions: Use information that is implied or inferred to make a judgement, summarize information to assess your next step.

#### **Learning Target Progression:**

##### TK-2 Learning Targets

1. I can ask a question.
2. I can discover and understand different sources of information and how to apply them.
3. I can use information from other sources to form my own ideas.
4. I can say why an idea is a good one.
5. I can make related connections.

##### 3rd - 5th Grade Learning Targets

1. I can ask questions that further my understanding.
2. I can evaluate the credibility and relevance of a source.
3. I can incorporate sources from multiple perspectives.
4. I can analyze details within the content I am studying to extract important information to support my learning/understanding.
5. I can make connections between academic and real-world concepts.

##### 6th-8th Grade Learning Targets

1. I can ask questions to deepen knowledge, find the optimal solution, and improve.
2. I can evaluate evidence and the credibility of the sources.
3. I can consider multiple sources of information in order to gain perspective and identify my own and other's bias.
4. I can analyze and generate multiple solutions to the same problem.
5. I can connect ideas, themes, and applications, to related and unrelated concepts.



Innovative

### **Innovative Definition:**

Learners who are innovative surpass conventional thinking and take risks to develop something unique and new to creatively meet another's needs.

### **Skills and Behaviors:**

- Displaying Curiosity: Notice, ask questions, and observe
- Synthesizing: Blend ideas from competing or unrelated perspectives to create something new.
- Creativity: Perceive the world in new ways, find hidden patterns, and make connections between unrelated phenomena
- Contribute: Offer ideas, learn from failure, and learn from others

### **Learning Target Progression:**

#### TK-2 Learning Targets

1. I can make mistakes and learn from them.
2. I can use my imagination to think about new ideas.
3. I can brainstorm.
4. I can look for creative solutions when faced with a set back.
5. I can contribute ideas to improve my community.

#### 3rd - 5th Grade Learning Targets

1. I can take creative risks knowing I will be able to learn from my failures.
2. I can revise and refine my ideas.
3. I can brainstorm beyond the most common ideas.
4. I can look at problems as design opportunities.
5. I can offer solutions to community and real-world problems.

#### 6th-8th Grade Learning Targets

1. I can demonstrate a rapid prototyping process, learning from each phase.
2. I can connect new information as I work to refine my ideas.
3. I can build on and elaborate on others' ideas through a brainstorming process.
4. I can create through the designing and engineering process.
5. I can find creative solutions within real-world criteria and constraints.

