

TRANSITIONAL KINDERGARTEN PARENT INFORMATION NIGHT

April 12, 2016 – 6:30–7:30 p.m.

AGENDA For 2016-2017

1. WELCOME / INTRODUCTIONS
2. CHILD CARE OPTIONS
3. GENERAL INFORMATION
 - a. Review of School Readiness Act of 2010 – Current Law
 - b. Length of Day/Schedule
 - c. Locations
 - d. Language Programs/ Home Language Survey and Testing
4. IUSD TRANSITIONAL KINDERGARTEN CURRICULUM
 - a. Theme/Literature Based
 - b. Developmentally Appropriate Instruction
 - c. Hands-On Learning
5. ENROLLMENT INFORMATION
 - a. Web Enrollment
 - i. www.iusd.org/enrollment
6. QUESTIONS

For an electronic copy of
the Power Point
Scan the QR code below



RESOURCES:

- IUSD TK Information:
http://www.iusd.org/education_services/transitional-kindergarten/index.html
- TK FAQs from CDE:
<http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>
- Preschool information for California:
<http://www.earlyedgecalifornia.org/>

IUSD Enrollment

Welcome to the Irvine Unified School District!

Our teachers, administrators and support staff are committed to academic excellence and quality service for our families. As such, we hope to make the enrollment process as quick and convenient as possible.

To enroll just follow the steps outlined below and you'll be on your way to a successful school experience.



Before you start...

Kindergarten Programs:

There are programs set up specifically for new incoming Kindergarten and Transitional Kindergarten students.

- [Kindergarten Program Information](#)
- [Transitional Kindergarten Program Information](#)
- If you are currently participating in a program at our Early Childhood Learning Center (ECLC), please [click here](#) for 2016-17 enrollment instructions

Assigned Neighborhood Schools:

Based on the address of your residence in Irvine, you will be assigned a neighborhood school. Please note that Culverdale and Westpark share a "Super Attendance" area, meaning both are considered that area's neighborhood schools. If you live in this area and Westpark becomes full in a grade level, Culverdale will be considered your neighborhood school, and vice versa.

- [School Locator 2016-2017](#)
2016-2017 School Boundaries & Assignments, please [click here](#)

Intradistrict Open Enrollment Policy:

The district has an intradistrict open enrollment policy that allows students to apply to attend a school other than their assigned school. Approvals are for one year only and must be subsequently reviewed. Note that each school is required to serve the students who live within its attendance boundary before accepting students outside the boundary. Additionally, some schools may be unavailable for open enrollment.

- [Intradistrict Open Enrollment Policy](#)

Grade-Level Placement:

It is recognized that students do their best work in school when they are placed in a grade with other students of the same chronological age. The following links provide IUSD guidelines for placing students at the appropriate grade level. Please contact your neighborhood school if you have any questions regarding grade-level placement.

- [2016-2017 School Year - Grade Level Placement Guidelines](#)

Step 1 - Online Enrollment

For students new to the district, IUSD has set up an online data entry process that will help you get started with the enrollment process. You must have a valid address within the Irvine Unified School District attendance area to use this system. Verification of residence and immunizations will be required before you complete the enrollment process.

To enroll click below:

- [Aeries Internet Registration](#)



Step 2 - Required Documents

Once you have completed the online data entry process, your next step is to verify your child's enrollment eligibility. There are several required documents you must have in order to complete the enrollment process.

- [Required Documents](#)

Step 3 - Registration Verification

Once you have assembled the required documents, you'll need to verify enrollment. This must be done at one of two locations, depending on the time of year.

During the regular school year (Sept-June)	During summer recess
Please schedule an appointment with your neighborhood school.	<p>One Stop Enrollment: July 11, 2016-August 4, 2016</p> <p>Location: Creekside High School</p> <p>Time: 9:00a.m. – 12:30p.m. (Monday-Thursday)</p>

That's it!

If you have any questions about IUSD's enrollment process, please feel free to contact our office. We have also provided a list of frequently asked questions and answers.

For more information about IUSD schools, please browse our district website, or visit our individual school websites.

Frequently Asked Questions and Answers

What is the difference between Transitional Kindergarten and Kindergarten?

The Transitional Kindergarten classroom will provide developmentally appropriate thematic-based curriculum. The curriculum is a hybrid between the California Preschool Learning Foundations and the California Common Core Standards for Kindergarten. Students in the TK program will be provided a program that will bridge their early childhood experiences to those of the public school system.

Is my child required to go to a TK class if their birthday falls within the cut-off date?

No, it is an optional program for families.

Can my child enter kindergarten if they are eligible for the TK class?

No, kindergarten entry is based on the new cut-off dates.

Where will the TK classes be held?

The classes will be held at elementary school sites within IUSD. Sites are located regionally and designated (upon completion of enrollment) based on assigned neighborhood school and space availability.

If the TK class is not offered at my child's neighborhood school, where will they go?

Based on space availability, they will go to the TK classroom at the school closest to your child's assigned neighborhood school. Please keep in mind this is a one year program; your child will return to their assigned neighborhood school the following school year.

Which school will my child attend for kindergarten if they go to a different school for TK?

Your child will still go to their assigned neighborhood school for kindergarten, unless you choose to pursue IUSD's Open Enrollment and follow those procedures.

Will there be transportation to the schools offering TK classes?

No, again, TK is not compulsory, and transportation would be cost-prohibitive. It is the parents' responsibility to transport their children to their TK program.

Can my child participate in TK if his/her birthday is after the eligibility cut off (December 2nd any year)?

No, IUSD's TK program is only available for students who turn five years old between September 2 and December 2. IUSD does not have Board policy that allows our District to enroll children who turn five after the initial cutoff. Children turning 5 on or before September 1 are eligible for Kindergarten in IUSD.

Additional TK resources

To learn more about Transitional Kindergarten, please visit the California Department of Education website at:

<http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>

TK California Website: TKCalifornia.org

Required Documents



Verification of identity of parent, caregiver, licensed foster agency or group home representative, or California Superior Court-appointed legal guardian. One of the following is required.

- A driver's license (any photo driver's license or California identification card is permitted)
- A passport with photo ID
- Appropriate agency identification if an agent or representative of social services or foster care agency



Residency Verification. Both forms listed must be printed and filled out.

- [Residency Verification and Affidavit Form](#) (pages 1-4)



For initial enrollment, the parent or guardian must also provide two documents from the list below to support the residency verification form and the residency affidavit. (P.O. Box addresses are NOT accepted)

- **Current Electric Bill**
or verification of electrical service connection (see note below)
Here is an [example](#) of an acceptable current electric bill.
- **Current Home Gas Bill**
or verification of gas service connection (see note below)
Here is an [example](#) of an acceptable current gas bill.
- **Current Cable Bill**
Here is an [example](#) of an acceptable current cable bill.
- **Current Water Bill**
or verification of water service connection (see note below)
Here is an [example](#) of an acceptable current water bill.
- **Current Waste Management Bill**
Here is an [example](#) of an acceptable current waste management bill.
- **Current Official Property Tax Forms**
The address to which these documents were mailed must match the address that is being used to establish residency.
- **Current Tax Correspondence**
The address to which these documents were mailed must match the address that is being used to establish residency.
- **Current Payroll Stub**
Both name and address must appear on payroll stub.
- **Current Social Services Documents**
- **UCI Housing document**
An official UCI document asserting the person resides in student housing, which usually covers gas and electric.

If you are a renter and do not pay utilities because it is included in the rent, we will need a letter from the lessor and/or a copy of the rental agreement stating that utilities are included.

In the case of purchasing a home under construction, a New Communities K-12 Enrollment Address Verification form may be obtained at the sales office and will be accepted as temporary residency verification.

In the event a utility service connection is used as proof of residency, then a utility bill (both parts, in English)

must be provided within 45 days to assure continued enrollment



Proof of withdrawal from any previous school district



Proof of age. The following are examples of accepted proof of age.

- Official or certified copy of birth certificate
 - Current passport
 - Immigration certificate
-



Proof of Immunization Records are required for certifying up-to-date immunizations for each student. Click the link below for an explanation of the student health requirements for school entry including TB skin testing, immunizations and examinations.

- [Immunization Guidelines](#)

All kindergarten students must have completed a physical examination no more than six months prior to entering kindergarten. If an exam is completed between six and 12 months prior to kindergarten entrance, another physical exam will be required prior to entering first grade. All first-grade students must have completed a physical examination no more than 18 months prior to first-grade entry.

- [Report of Health Examination for School Entry](#)
 - [Oral Health Assessment](#)
-



Emergency telephone numbers are required, including an out-of-state emergency number.



The following is additional information that may be required.

- An academic transcript or report card from your previous school. Prior school records will be requested by the school in which your child enrolls.
- For Special Education students: current or most recent IEP and assessments.
- For [GATE](#) (Gifted And Talented Education) students: prior test scores and/or certification forms
- For EL (English Learners) students: a copy of current CELDT scores.

Below is a list of the documents you'll need to enroll in the Irvine Unified School District. Please make sure you have all of these with you when you start the enrollment verification process.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
SOCIAL / EMOTIONAL DEVELOPMENT Continuum of Standards

Standard	Preschool Foundations (At or around 48 months)	Transitional Kindergarten	Kindergarten Health Standards
SELF			
Self Awareness	Describe their physical characteristics, behavior, and abilities positively.	Students compare their physical and social/emotional (thoughts and feelings) characteristics with those of others.	Describe their own physical characteristics. Name ways in which people are similar and ways in which they are different
Self-Regulation	Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	Students regulate their attention, thoughts, feelings, and impulses with increasing independence.	Show how to express personal needs and wants appropriately. Express emotions appropriately.
Social and Emotional Understanding	Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	Students notice ways in which people are similar and ways in which they are different and are able to identify a variety of emotions.	Name ways in which people are similar and ways in which they are different Identify a variety of emotions.
Empathy and Caring	Demonstrate concern for the needs of others and people in distress.	Students are able to respond in positive ways to show care, consideration, and concern for others.	Describe positive ways to show care, consideration, and concern for others.
Initiative in Learning	Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	Students try new things and persist in trying to figure things out and solve problems.	
SOCIAL INTERACTION			
Interactions with Familiar Adults	Interact with familiar adults comfortably and competently, especially in familiar settings.	Students participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	
Interactions with Peers	Interact easily with peers in shared activities that occasionally become cooperative efforts.	Students more actively and intentionally cooperate with each other.	Describe school rules about getting along with others
	Participate in simple sequences of pretend play.	Students create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
SOCIAL / EMOTIONAL DEVELOPMENT Continuum of Standards

Standard	Preschool Foundations (At or around 48 months)	Transitional Kindergarten	Kindergarten Health Standards
SOCIAL INTERACTION – Interactions with Peers (continued)	Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	Students negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict.	
GROUP PARTICIPATION			
	Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	Students participate positively and cooperatively as group members.	Cooperate and share with others.
Cooperation and Responsibility	Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	Students are motivated to cooperate in order to receive adult approval and with increasing self-control.	
RELATIONSHIPS			
	After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	Students are able to comfortably depart and separate from their care giver without assistance.	
	Seek security and support from their primary teachers.	Students show increasing initiative in asking for help.	Demonstrate how to ask trusted adults for help
	Contribute to maintaining positive relationships with their primary teachers.	Students will cooperate with peers and adults.	
Friendships	Choose to play with one or two special peers whom they identify as friends.	Students' friendships and interactions are more reciprocal.	

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
LANGUAGE ARTS Continuum of Standards

Standard	Preschool Foundations (At or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
Listening and Speaking	Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem-solving, and seeking new information.	Students communicate using clear and coherent sentences.	Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
		Students understand and follow one and two-step oral directions with prompts as needed.	Understands and follows one and two-step oral directions.
	Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	Speak clearly enough to be understood by both familiar and unfamiliar adults 90% of the time.	Speak clearly enough to be understood by both familiar and unfamiliar adults 100% of the time.
	Use accepted language and style during communication with both familiar and unfamiliar adults and children.	Students follow agreed-upon rules for discussions and maintain turn-taking with prompts and support as needed.	Follows agreed-upon rules for discussions and maintains turn-taking.
	Use language to construct extended narratives that are real or fictional.	Students can clearly tell about an experience.	With prompting and support, retell familiar stories, including key details.
Vocabulary	Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	Students describe people, places and things (e.g. size, color, shape), positional location and actions.	Describes familiar people, places, things and events and, with prompting and support, provide additional detail.
	2.2 Understand and use accepted words for categories of objects encountered in everyday life.	Students use words to describe familiar and unfamiliar categories of objects.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
LANGUAGE ARTS Continuum of Standards

Standard	Preschool Foundations (At or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
Vocabulary (continued)	Understand and use both simple and complex words that describe the relations between objects.	Students will use a variety of vocabulary in daily language.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Writing	Adjust grasp and body position for increased control in drawing and writing.	Students stabilize paper and use appropriate pencil grasp and posture.	
	Write letters or letter-like shapes to represent words and ideas.	Students use letters to represent words.	Uses a combination of drawing, dictating, and writing to compose opinion, informative or narrative pieces.
	Writes letters or letter-like shapes to represent words and ideas.	Students draw, dictate and/or label drawings to express ideas.	Uses a combination of drawing, dictating, and writing to compose opinion, informative or narrative pieces.
		Students write any letter starting at the top.	
	Writes first name neatly and correctly.	Students write first name neatly and correctly	
		Students copy words from the environment using a variety of medium or supplies.	
		Students write by moving left to write.	
Concepts of Print	Display appropriate book-handling behaviors and knowledge of print conventions.	Students understand how a book works.	Demonstrates understanding of the organization and basic features of print.
	Understand that print is something that is read and has specific meaning.	Students understand the words and the pictures tell the story.	Recognizes that spoken words are represented in written language by specific sequences of letters.
		Students recognize all upper and lower case letters of their first name.	Recognizes and names all upper and lowercase letters of the alphabet.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
LANGUAGE ARTS Continuum of Standards

Standard	Preschool Foundations (At or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
Phonological Awareness	Orally blend and delete words and syllables without the support of pictures or objects.	Students orally blend simple CVC words.	Blends two to three phonemes into recognizable words.
	Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	Students independently recite and recognize onset and rime.	Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.
		Students recognize and produce rhyming words with visual or verbal prompts.	Recognize and produce rhyming words.
		Students separate orally stated words into beginning sounds.	Adds or substitutes individual sounds in simple, one-syllable words to make new words.
		Students track and count words auditorily.	Count, pronounce, blend and segment syllables in spoken words.
Phonics and Word Recognition	Match more than half of uppercase letter names and more than half of lowercase letters names to their printed form.	Students recognize most letters in printed form.	Students recognize all letters in printed form.
	Recognize own name or other common words in print.	Students recognize high frequency words.	Read simple CVC words and common high-frequency words by sight.
	Begin to recognize that letters have sounds.	Students recognize that all letters have sounds.	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or most frequent sound for each consonant. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
LANGUAGE ARTS Continuum of Standards

Standard	Preschool Foundations (At or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
Comprehension	Demonstrate knowledge of details in a familiar story, including characters, events and ordering of events through answering questions.	Students answer open ended questions about a story or event.	Ask and answer questions about key details in a text.
	Use information from informational text in a variety of ways, including describing, relating, categorizing or comparing and contrasting.	Students make predictions and connections with informational text or stories.	Identify basic similarities in and differences between two texts on the same topic.
	Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.
	Engage in more complex routines associated with literacy activities.	Use props and creative dramatics to engage in story extension.	Actively engage in group reading activities with purpose and understanding.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
MATHEMATICS Continuum of Standards

Standard	Preschool Foundations (At or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
Counting and Cardinality	Recite numbers in order to twenty with increasing accuracy.	Students will recite numbers to 50 in order by ones and tens with prompts as needed.	Students will recite numbers to 100 by ones and tens.
	Recognize and know the name of some written numerals.	Students will recognize, name, order and write numbers to 10.	Students will recognize, name, order and write numbers to 20.
	Identify, without counting, the number of objects in a collection of up to four objects.	Identify, without counting, the number of objects in a collection of up to five objects.	Count to answer “how many” questions about as many as 20 things arranged in a configuration. Identify whether the number of objects in one group is greater than, less than, or equal to another group.
	Count up to ten objects, using one-to-one correspondence with increasing accuracy.	Accurately count up to ten objects, using one-to-one correspondence.	When counting objects, say the number names, pairing each object with one and only one number name and each number name with one and only one object.
	Understand, when counting, that the number name of the last object counted represents the total number of objects in a group.	Understand, when counting 10 objects, that the number name of the last object counted represents the total number of objects in a group.	Understand that the last number name said tells the number of objects counted. Understand that each successive number name refers to a quantity that is one larger.
Operations and Algebraic Thinking	Compare, by counting or matching, two groups of up to <i>five</i> objects and communicate “more,” “same”, or “fewer”.	Compare, by counting or matching, two groups of up to <i>ten</i> objects and communicate “more,” “same”, or “fewer”.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
	Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
MATHEMATICS Continuum of Standards

Standard	Preschool Foundations (At or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
Operations and Algebraic Thinking (continued)	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.	Understand that putting groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	Solve addition and subtraction word problems, and add and subtract with 10 by using objects or drawings to represent the problems.
	Solve simple addition and subtraction problems with a small number of objects, usually by counting.	Solve simple addition and subtraction problems (up to five) with or without objects.	Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings and record by drawing or equation. Fluently add and subtract within 5.
	Sort and classify objects by one or more attributes, into two or more groups with increasing accuracy.	Sort and classify objects by one or more attributes, into two or more groups and count the number of objects in each group to 10.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
	Recognize and duplicate simple repeating patterns.	Recognize and duplicate repeating patterns.	
	Begin to extend and create simple repeating patterns.	Extend and create repeating patterns.	
Measurement	Compare two objects by length, weight, or capacity directly or indirectly.	Compare two objects by length, weight, or capacity directly or indirectly using comparative language such as bigger, smaller, more, less, lighter, heavier.	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
	Order four or more objects by size.	Order and label four or more objects by size.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
		Can identify and recite the days of the week with visual and verbal prompts.	Names the days of the week.
		Can correctly put everyday events in order.	Identify the time (to the nearest hour) of everyday events.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
MATHEMATICS Continuum of Standards

Standard	Preschool Foundations (At or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
Geometry	Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	Identify, describe, <i>trace</i> and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Correctly name shapes regardless of their orientations or overall size.
	Combine different shapes to create a picture or design.	Manipulate a shape to match a picture	Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences, parts and other attributes.
	Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Correctly name shapes regardless of their.
Mathematical Reasoning	Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	Children expand the use of mathematical thinking to solve problems that arise in their everyday environment using mathematical language.	Follow “Standards for Mathematical Practice” in Common Core Standards.
	Identify and apply a variety of mathematical strategies to solve problems in their environment.	Identify and apply a variety of mathematical strategies to solve problems in their environment.	Follow “Standards for Mathematical Practice” in Common Core Standards.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
SOCIAL STUDIES AND SCIENCE Continuum of Standards

Standard	Preschool Foundations (at or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
SOCIAL STUDIES		Students follow rules and understand the consequences if broken. Students will have a basic understanding of school wide values.	Students understand that being a good citizen involves acting in certain ways.
		Students will have a basic understanding of national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
		Students will have a basic understanding of community workers and the jobs that they do.	Students match simple descriptions of work that people do and the names of related jobs at the school, the local community, and from historical accounts.
		Students will have a basic understanding of environmental symbols, maps and globes.	Students compare and contrast the locations of people, places, and environments and describe their characteristics.
		Students will have a basic understanding of the calendar.	Students understand that history relates to events, people, and places of other times.
		Students will develop a basic understanding of current and historical events.	Students understand that history relates to events, people, and places of other times.
		Students follow rules and understand the consequences if broken. Students will have a basic understanding of school wide values.	Students understand that being a good citizen involves acting in certain ways.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
SOCIAL STUDIES AND SCIENCE Continuum of Standards

Standard	Preschool Foundations (at or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
SCIENCE		Students will explore their world using their five senses.	
Physical Science		Students will learn about objects and their physical properties.	Properties of materials can be observed, measured, and predicted.
Life Sciences		Students will learn about plants and animals and their structures.	Different types of plants and animals inhabit the earth.
Earth Sciences		Students will learn about land forms, weather, and resources on Earth.	Earth is composed of land, air, and water.
Investigations and Experimentation		Students will explore the scientific process and be able to describe observations orally and/or with drawings with support as needed.	Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
FINE AND GROSS MOTOR DEVELOPMENT Continuum of Standards

Standard	Preschool Foundations (At or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
FINE MOTOR DEVELOPMENT			
Fine Motor – Grasp		Students use tripod/three-finger grasp crayon or pencil correctly with preferred hand.	
Fine Motor – Bilateral Coordination	Adjust grasp and body position for increased control in drawing and writing.	Students stabilize paper with non-dominant hand while writing, coloring and cutting.	
Fine Motor – Drawing/Coloring		Students draw simple shapes and a variety of lines.	
		Students use a variety of media with appropriate pressure.	
		Students are able to color within the lines.	
Fine Motor – Writing	Write letters or letter-like shapes to represent words and ideas.	Students write any letter starting at the top.	
		Students write by moving left to right.	
	Writes first name neatly and correctly.	Students write letters neatly and correctly.	
		Students write or draw from the environment using a variety of media.	
Fine Motor – Scissor Skills		Students hold scissors correctly with dominant hand.	
		Students cut a straight line, curved line, zigzag line.	
		Students cut simple geometric shapes with increasing accuracy.	

Irvine Unified School District
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards
FINE AND GROSS MOTOR DEVELOPMENT Continuum of Standards

Standard	Preschool Foundations (At or around 60 months)	Transitional Kindergarten	Kindergarten Common Core Standards
GROSS MOTOR DEVELOPMENT			
Gross Motor – Body Awareness		Students move body parts on self and others when instructed.	
		Students are able to adjust their body in relation to the activity, environment and others.	
		Students are able to move sideways, forward, backward with purpose.	Students are able to travel forward and sideways quickly in response to a signal.
Gross Motor – Balance		Students stand on one foot with hands on hips.	Students balance on one to five body parts.
		Students are able to walk on a narrow line.	Students balance while walking forward and sideways on a narrow, elevated surface.
Gross Motor – Fundamental Movement Skills		Students use the eight locomotor skills (i.e., walk, run, jump with two feet, hop, gallop, slide, skip, leap) with increasing accuracy.	
Gross Motor – Ball Skills		Students kick rolled ball.	
		Students bounce and catch a ball with two hands.	
		Students throw ball underhand and overhand.	
Gross Motor – Equipment		Students are able to climb a playground apparatus safely and appropriately.	