

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.	

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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.	

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