



## Transitional Kindergarten Standards of Learning

### I. Academic Standards

The following academic standards apply for Transitional Kindergarten at Wornick Jewish Day School. These standards reference Common Core and California State standards. More information on these standards can be found at [www.corestandards.org](http://www.corestandards.org) and [www.cde.ca.gov](http://www.cde.ca.gov).

#### Language Arts

- Demonstrates beginning sound awareness
- Demonstrates rhyme awareness
- Follows multiple step directions
- Orally blends and sequences words
- Recognizes lower case letters in alphabet
- Recognizes upper case letters in alphabet
- Retells stories in sequence
- Uses a combination of drawing, writing, and/or dictating to compose text with a beginning, middle, and end
- Uses descriptive language and vocabulary to describe events
- Writes letters or letter-like shapes to form words
- Writes own name

#### Mathematics

- Compares objects by weight, length, and capacity
- Compares two small groups by matching or counting
- Compares, matches, and sorts objects into groups according to their attributes
- Counts orally 1-20
- Counts with one to one correspondence
- Creates a simple pattern
- Identifies and describes characteristics of common geometric shapes
- Identifies the larger of two groups without counting
- Names the days of the week
- Recognizes numbers 1-30
- Uses simple addition and subtraction to solve problems

#### Motor Development

- Cuts out simple shapes
- Demonstrates coordination in active play
- Demonstrates sense of own body in relation to others
- Draws a person with face, body, arms, and legs
- Holds pencil correctly
- Pastes and glues with accuracy
- Performs basic self need skills
- Traces lines and shapes
- Uses small manipulatives accurately

### **Social and Emotional Development**

- Demonstrates curiosity when approaching new activities
- Demonstrates persistence in understanding and mastering challenging activities
- Describes own feelings
- Engages in cooperative play with peers
- Exhibits impulse control
- Follows classroom rules and procedures
- Invites others to share materials or space
- Manages feeling and behaviors using simple strategies
- Proposes solutions to conflicts regularly without adult assistance
- Resolves conflicts appropriately
- Seeks adult help when necessary
- Separates from parents/caregivers without stress
- Takes responsibility for own actions

### **Peleh Maker Lab**

- Communicates clearly and expresses themselves creatively for a variety of purposes using platforms, tools, styles, and digital media appropriate to their goals
- Develops and employs strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions
- Uses a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions
- Uses digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### **Hebrew**

- Listening and Speaking
  - Respond to simple directions and questions by using physical actions
  - Uses common basic social greetings independently
  - With prompting and support, can compose three word sentences
- Reading
  - Identify Hebrew letters by name, shape, and sound

## **Jewish Studies**

- Identifies symbols of Jewish traditions and holidays
- Recites basic t'fillot (prayers) and blessings
- With prompting and support, demonstrates knowledge of acts and according to Jewish ethics and values
- With prompting and support, identifies characters, settings, and important events of biblical stories
- With prompting and support, recalls facts about life in Israel
- With prompting and support, retells holiday stories

## **Physical Education**

- Consistently participates in physical education

## **II. Process Goals**

In addition to rigorous academic learning, Wornick emphasizes additional skills that support the whole child and prepare them for high school, college, and beyond, including: organization, critical thinking, growth mindset, collaboration, creativity, public speaking, social-emotional learning, and respect for self and others. The following process goals are a critical component of an education at Wornick Jewish Day School.

### **Demonstration of a Successful Learner**

- Keeps organized
- Exhibits neatness and legibility
- Works independently
- Follows directions
- Follows class rules, routines, and expectations
- Works in a timely manner
- Takes initiative
- Takes responsibility for actions
- Applies constructive feedback

### **Demonstration of an Effective Communicator**

- Respects self, others, and environment
- Collaborates with peers
- Participates in a range of collaborative discussions
- Self advocates
- Demonstrates problem solving skills
- Asks clarifying questions
- Uses technology appropriately