

EARLY CHILDHOOD

TRANSITIONAL KINDERGARTEN

RELIGION

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| TKRELIGI-1 | Creed - The student will begin to understand that he/she is part of God's family. |
| TKRELIGI-1A | Express a positive awareness of self as a unique and special child of God. |
| TKRELIGI-1B | Describe God as Loving Father. |
| TKRELIGI-1C | Understand Jesus is the Son of God. |
| TKRELIGI-1D | Explain the need to love others as family. |
| TKRELIGI-1E | Realize that nature is a gift from God. |
| TKRELIGI-1F | Recognize the special role(s) of the priest. |
| TKRELIGI-1G | Experience the elements of the liturgical year (e.g. Advent, Christmas, Lent, Holy Week, Easter). |
| TKRELIGI-1H | Experience Holy days and religious customs (e.g. All Saints Day, Christmas, Easter). |
| TKRELIGI-1I | Recognize some religious symbols (e.g. Sign of the Cross, crucifix, Rosary, holy water, Bible). |
| TKRELIGI-2 | Blessed Mother Mary - The student will recognize Mary as the Mother of Jesus. |
| TKRELIGI-2A | Recognize that God chose Mary to be the mother of his Son, Jesus. |
| TKRELIGI-3 | Scripture - The student will understand the Bible is the Word of God. |
| TKRELIGI-3A | Understand the history of God's people through Bible heroes in the Old Testament. |
| TKRELIGI-3B | Understand the mission of Jesus through the stories in the New Testament. |
| TKRELIGI-3C | Recognize the creation story. |
| TKRELIGI-3D | Explain that the Bible contains stories of God's love for us. |
| TKRELIGI-4 | Christian Response - The student will understand that Jesus wants us to follow His word and examples. |
| TKRELIGI-4A | Express gratitude to God for gifts, for family, and for friends. |
| TKRELIGI-4B | Recognize authority of God and of parents in one's life. |
| TKRELIGI-4C | Recognize, respect, and appreciate God's creation. |
| TKRELIGI-4D | Express concern for those in need. |
| TKRELIGI-4E | Participate in Christian Service activities appropriate to the student's age. |
| TKRELIGI-5 | Morality - The student will demonstrate respect for self and others. |
| TKRELIGI-5A | Recognize the difference between right and wrong actions. |
| TKRELIGI-6 | Human Life - The student will understand that each person's body is a temple of the Holy Spirit and he or she is worthy of love and respect. |
| TKRELIGI-6A | Realize families, friends, and our Church family help us grow in love. |
| TKRELIGI-6B | Develop good health habits. |
| TKRELIGI-6C | Express different feelings in different ways. |
| TKRELIGI-6D | Demonstrate how to show respect for ourselves and others by the ways we talk and act. |
| TKRELIGI-7 | Prayer - The student will experience varied forms of prayer. |
| TKRELIGI-7A | Understand prayer is talking with God. |
| TKRELIGI-7B | Understand that God listens to each prayer. |
| TKRELIGI-7C | Pray at meals and snack times. |
| TKRELIGI-7D | Learn simple and formal (memorized) prayers to be used in daily life. |
| TKRELIGI-7E | Say and make the Sign of the Cross. |
| TKRELIGI-7F | Understand that Church is a special place to pray and thank God. |
| TKRELIGI-7G | Develop an awareness of Church. Begin to understand and demonstrate proper behavior in church. |

LANGUAGE ARTS

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| TKLALIST-1 | Listening - The student will listen and respond to oral communication. |
| TKLALIST-1A | Demonstrate appropriate listening behaviors (e.g. eyes on speaker, resist distractions, not interrupting.) |
| TKLALIST-1B | Recall some facts and details. |
| TKLALIST-1C | Repeat a short sequence of orally given numbers. |
| TKLALIST-1D | Recognize rhyming words. |
| TKLALIST-1E | Recognize opposite words. |
| TKLALIST-1F | Understand descriptive words. |
| TKLALIST-1G | Understand prepositions (e.g. on, under, in, behind). |
| TKLALIST-1H | Understand new vocabulary words in context. |
| TKLALIST-1I | Answer simple "who", "what", and "where" questions. |
| TKLALIST-1J | Explore letters. Associate some letter sounds with appropriate letters. |
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| TKLASP-2 | Speaking - The student will speak in clear and coherent sentences. |
| TKLASP-2A | Use language for a variety of purposes (e.g. expressing needs and interests). |
| TKLASP-2B | Speak clearly and understandably to express ideas, feelings, and needs. Pronounce and enunciate words clearly. |
| TKLASP-2C | Express self non-verbally through gestures, facial expressions, and pantomime. |
| TKLASP-2D | Recognize and begin to retell familiar stories, nursery rhymes, Bible stories, etc. |
| TKLASP-2E | Expand vocabulary to express feelings and ideas. |
| TKLASP-2F | Carry on a conversation with adults and peers. |
| TKLASP-2G | Speak in complete sentences. |
| TKLASP-2H | Use words to describe and name people, places, and things. |
| TKLASP-2I | Follow rules for conversation (e.g. taking turns, staying on topic). |
| TKLASP-2J | Share ideas within a group. |
| TKLASP-2K | Play with language (e.g. rhyming words, silly songs, nonsense words). |
| TKLASP-2L | Say full name, age, and gender. |
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| TKLALIT-3 | Literacy Readiness - The student will demonstrate emergent literacy skills. |
| TKLALIT-3A | Identify own first and last name in print. |
| TKLALIT-3B | Recognize upper and lower case letters in first name, both in and out of sequence. |
| TKLALIT-3C | Pretend to read. |
| TKLALIT-3D | Hold book right side up. |
| TKLALIT-3E | Track print left to right and top to bottom. |
| TKLALIT-3F | Recognize the title, beginning, and end of story. |
| TKLALIT-3G | Understand that print conveys meaning. |
| TKLALIT-3H | Associate speech with print. |
| TKLALIT-3I | Recognize that words are made up of letters. |
| TKLALIT-3J | Recognize and name some upper and lower case letters in addition to first name. |
| TKLALIT-3K | Recognize and "read" familiar words or environmental print. |
| TKLALIT-3L | Select favorite books and poems. |
| TKLALIT-3M | Demonstrate an understanding of oral reading by commenting and questioning. |
| TKLALIT-3N | Demonstrate a sense of story (e.g. beginning, middle, end, characters, details, cause and effect.) |
| TKLALIT-3O | Connect information or ideas in text to prior knowledge and experience. |
| TKLALIT-3P | Answer simple questions to demonstrate comprehension of orally read texts. |
| TKLALIT-3Q | Identify characters in books and stories. |
| TKLALIT-3R | Participate in shared reading of repetitive or predictable text. |
| TKLALIT-3S | Use pictures and context to make predictions about story content. |
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| TKLAWRIT-4 | Writing - Develop an understanding that writing is a way of communicating for a variety of purposes. |
| TKLAWRIT-4A | Hold pencil correctly. |
| TKLAWRIT-4B | Print some upper case letters and numerals 0-9. |

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| TKLAWRIT-4C | Dictate words and phrases related to ideas or illustrations. |
| TKLAWRIT-4D | Correctly print first name. |
| TKLAWRIT-4E | Scribble-write familiar words with mock letters and some actual letters. |
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| TKLACOMP-5 | Composition - The student will begin to write for meaning. |
| TKLACOMP-5A | Dictate stories about personal experiences. |
| TKLACOMP-5B | Create illustrations that represent information. |

MATHEMATICS

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| TKMATH-1 | Number Sense - The student will understand the relationship between numbers and quantities. |
| TKMATH-1A | Use words that show size and number. |
| TKMATH-1B | Count by rote to 20. |
| TKMATH-1C | Count, recognize, represent, and order numbers up to 10. |
| TKMATH-1D | Compare sets of at least 5 objects to determine which set is equal to, more than, or less than the other. |
| TKMATH-1E | Estimate a number of a given group of objects (5 or less). |
| TKMATH-1F | Identify numerals 1-20. |
| TKMATH-1G | Demonstrate an understanding of directionality, order, and position of objects and words (e.g. on, under, above). |
| TKMATH-1H | Recognize the difference between letters and numerals. |
| TKMATH-1I | Arrange three to four objects in graduated order (e.g. small to large, smooth to rough). |
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| TKMATH-2 | Patterning - The student will identify simple patterns and repeat them. |
| TKMATH-2A | Recognize patterns of numbers and objects. |
| TKMATH-2B | Continue simple pattern (e.g. red, black, red, black). |
| TKMATH-2C | Create repeating patterns. |
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| TKMATH-3 | Classifications - The student will classify objects according to their attributes. |
| TKMATH-3A | Distinguish between same and different. |
| TKMATH-3B | Classify by number, color, shape, size, texture. |
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| TKMATH-4 | Geometry - The student will identify and describe geometric figures. |
| TKMATH-4A | Identify and describe plane geometric figures (e.g. square, rectangle, circle, triangle, and oval). |
| TKMATH-4B | Describe objects in the environment using names of shapes. |
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| THMATH-5 | Measurement - The student will participate in measurement activities. |
| THMATH-5A | Measure objects using nonstandard units of measurement (e.g. pencil, paper clips, cubes). |
| THMATH-5B | Begin to use terms to compare the attributes of objects (e.g. bigger, smaller, taller, shorter, more, less). |
| THMATH-5C | Order a set of objects according to size or length. |
| THMATH-5D | Explain distance in terms of close and far. |
| THMATH-5E | Describe different rates of speed (e.g. fast, slow). |
| THMATH-5F | Begin to identify and use the concept of time (e.g. day, night, week, yesterday, today, tomorrow). |
| THMATH-5G | Identify instruments used to measure: length (ruler), time (clock: digital and analog), calendar (day, month, season), and temperature (thermometer). |

SCIENCE

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| TKSCIENC-1 | Science Processes and Inquiry - The student will investigate and experiment with objects to discover information. |
| TKSCIENC-1A | Participate in simple experiments. |
| TKSCIENC-1B | Explore cause and effect. |
| TKSCIENC-1C | Use simple scientific tools (e.g. scale, magnifying glass). |
| TKSCIENC-1D | Ask questions, make predictions, and communicate observations. |
| TKSCIENC-1E | Compare and sort common objects based on physical attributes (i.e. color, shape, texture, size, weight). |
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| TKSCIENC-2 | Physics - The student will explore force and motion. |
| TKSCIENC-2A | Identify the different ways by which objects move (e.g. straight, round and round, back and forth, zig zag). |
| TKSCIENC-2B | Identify the five senses. |
| TKSCIENC-2C | Observe, describe, sort and classify the sensory attributes of objects according to taste, smell, hearing, touch, and light. |
| TKSCIENC-2D | Compare and describe the properties of some objects (e.g. magnetic, float-sink, heavy-light, rough-smooth, hard-soft, solid-liquid, wet-dry). |
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| TKSCIENC-3 | Life Science - The student will develop an understanding of himself/herself and the health of his/her body. |
| TKSCIENC-3A | Identify some parts of the human body and their functions. |
| TKSCIENC-3B | Recognize what living things (including humans) need for survival. |
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| TKSCIENC-4 | Plants/Animals - The student will understand general facts about plants and animals. |
| TKSCIENC-4A | Distinguish between living and nonliving things. |
| TKSCIENC-4B | Explore nature and the environment. Observe a variety of plants and animals. |
| TKSCIENC-4C | Recognize what various plants and animals need for growth. |
| TKSCIENC-4D | Identify similarities and differences among plants and animals. |
| TKSCIENC-4E | Identify familiar animals and their offspring. |
| TKSCIENC-4F | Demonstrate a beginning awareness of the changes that plants and animals go through during their life cycles (e.g. seed/plant, egg/chicken). |
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| TKSCIENC-5 | Weather/Seasons - The student will observe and measure changes in weather and the seasons. |
| TKSCIENC-5A | Observe changes in daily weather. |
| TKSCIENC-5B | Discuss weather conditions. Use vocabulary such as cloudy, sunny, windy to identify weather conditions. |
| TKSCIENC-5C | Identify the sun, moon, and stars. |
| TKSCIENC-5D | Identify the four seasons and record seasonal patterns over times. |

SOCIAL STUDIES

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| TKSOCST-1 | History - The student will understand that history tells the story of people, places, and events of other times. |
| TKSOCST-1A | Describe the people and events honored in commemorative holidays (e.g. Veterans' Day, Martin Luther King, Jr. Day). |
| TKSOCST-1B | Recognize that we celebrate liturgical seasons and Holy Days as part of our Catholic history and heritage (e.g. All Saints Day, Advent, Lent, Feast of Guardian Angels). |
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| TKSOCST-2 | Citizenship - The student will exhibit traits of good citizenship. |
| TKSOCST-2A | Recognize patriotic symbols and activities (e.g. American and Oklahoma flags). |
| TKSOCST-2B | Recite the Pledge of Allegiance. |
| TKSOCST-2C | Identify some actions associated with good citizenship (e.g. taking turns, sharing). |
| TKSOCST-2D | Give examples of situations involving responsibility (e.g. chores, school work, taking care of property). |
| TKSOCST-2E | Explain the need for rules and authority figures and the consequences for breaking the rules. |
| TKSOCST-2F | Recite the Oklahoma Pledge. |
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| TKSOCST-3 | Geography - The student will explore the geographic characteristics of his or her home, school, and community. |
| TKSOCST-3A | Respect similarities and differences of people from other cultures. |
| TKSOCST-3B | Identify transportation and communication in the local community. |
| TKSOCST-3C | Recognize the rules and consequences to living in a community (e.g. obey stop sign). |
| TKSOCST-3D | Describe the relative location of objects using the terms: near, far, up, down, left, right, behind, in front. |
| TKSOCST-3E | Recite address, city, state, and phone number. |
| TKSOCST-3F | Recognize Oklahoma as the state we live in. |
| TKSOCST-3G | Know the location of various places in the school. |

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| TKSOCST-3H | Identify a map as a drawing of a particular location. |
| TKSOCST-4 | Economics - The student will explore various careers. |
| TKSOCST-4A | Identify different school personnel (e.g. secretary, principal, custodian). |
| TKSOCST-4B | Discuss different jobs in a community. |
| TKSOCST-4C | Recognize that people exchange money for goods. |
| VISUAL ART | |
| TKVISART-1 | Language - The student will identify and communicate using a variety of visual art terms. |
| TKVISART-1A | Name elements of art including: line, color, shape, texture, value, and space. |
| TKVISART-1B | Explore some of the principles of design including: rhythm, balance, patterns, contrast, movement, and repetition. |
| TKVISART-2 | History and Culture - The student will recognize the development of visual art from a historical and cultural perspective. |
| TKVISART-2A | Explore specific works of art produced by artists in different cultures, times and places. |
| TKVISART-2B | Become familiar with appropriate art terminology. |
| TKVISART-3 | Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art. |
| TKVISART-3A | Experiment with color mixing with various media. |
| TKVISART-3B | Use a variety of subjects, basic media, and techniques in creating visual art (e.g. drawing, painting, weaving, sculpture, collage, and mixed media). |
| TKVISART-3C | Demonstrate beginning skills of composition using the elements of art and principles of design. |
| TKVISART-3D | Use art media and tools in a safe and responsible manner to create visual art. |
| TKVISART-4 | Appreciation - The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions. |
| TKVISART-4A | Demonstrate respect for personal artwork and the artwork of others. |
| TKVISART-4B | Demonstrate thoughtfulness and care in completion of artworks. |
| MUSIC | |
| TKMUSIC-1 | Language - The student will learn to interpret music. |
| TKMUSIC-1A | Explore the elements of tempo (fast and slow). |
| TKMUSIC-1B | Explore the elements of dynamics (loud and soft) |
| TKMUSIC-1C | Explore the elements of pitch (high and low). |
| TKMUSIC-1D | Respond to the beat or rhythm patterns by clapping, walking, playing classroom instruments, chanting, etc. |
| TKMUSIC-1E | Explore music through creative movement. |
| TKMUSIC-2 | History and Culture - The student will recognize the development of music from a historical and cultural perspective. |
| TKMUSIC-2A | Recognize patriotic and holiday songs. |
| TKMUSIC-2B | Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures and time periods. |
| TKMUSIC-3 | Expression - The student will present an existing work formally or informally with appropriate expressive and technical skills. |
| TKMUSIC-3A | Sing a variety of songs. |
| TKMUSIC-3B | Experiment with a variety of musical instruments. |
| TKMUSIC-3C | Recognize a variety of musical instruments by sight and sound. |
| TKMUSIC-4 | Appreciation - The student will use active listening to explore music. |
| TKMUSIC-4A | Listen to a variety of music. |
| TKMUSIC-4B | Recognize and practice appropriate audience and/or performer behavior. |

| DRAMATIC PLAY | |
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| TKDRAMPL-1 | The student will engage in spontaneous imaginative play. |
| TKDRAMPL-1A | Engage in role-playing activities using a variety of materials. |
| TKDRAMPL-1B | Participate in creative dramatics (e.g. choral reading, finger plays, pantomimes, flannel board play). |
| TKDRAMPL-1C | Re-enact the sequence of stories by assigning roles of characters. |
| PHYSICAL EDUCATION | |
| TKPEFM-1 | Fine Motor - The student will participate in activities to improve fine motor skills. |
| TKPEFM-1A | Grasp small and large objects. |
| TKPEFM-1B | Use an assortment of manipulatives with skill (e.g. stack eight or more blocks, thread small beads on a string, drive nails and pegs). |
| TKPEFM-1C | Manipulate blunt scissors. |
| TKPEFM-1D | Use glue and paste properly. |
| TKPEFM-1E | Manipulate clay materials (e.g. rolls, balls, snakes, cookies). |
| TKPEFM-1F | Complete simple puzzles of 10 pieces or more. |
| TKPEFM-1G | Pour with a pitcher without undue spilling. |
| TKPEFM-1H | Draw basic shapes (e.g. circle, square, triangle). |
| TKPEGM-2 | Gross Motor - The student will develop gross motor skills. |
| TKPEGM-2A | Alternate feet when ascending and descending stairs. |
| TKPEGM-2B | Demonstrate basic locomotor skills (walk, run, slide, skip, jump, hop, gallop, leap). |
| TKPEGM-2C | Develop body control skills (spatial awareness, boundaries). |
| TKPEGM-2D | Develop hand and eye coordination and movement through a variety of manipulative activities. |
| TKPEGM-2E | Walk on tiptoe. |
| TKPEGM-2F | Walk backward five steps or more. |
| TKPEGM-2G | Walk forward (one foot in front of the other) on a broad balance beam. |
| TKPEGM-2H | Balance on one foot for 5 seconds. |
| TKPEGM-2I | Catch a ball with two hands. |
| TKPEGM-2J | Throw a ball overhand. |
| TKPEGM-2K | Climb confidently on climbing apparatus. |
| TKPEGM-2L | Kick a ball in motion. |
| Social and Emotional Development | |
| TKSOCEM-1 | Adaptive Skills - The student will practice acceptable social skills and expression of feelings. |
| TKSOCEM-1A | Separate easily from parents. |
| TKSOCEM-1B | Form relationship with adults other than family members. |
| TKSOCEM-1C | Demonstrate the ability to share. |
| TKSOCEM-1D | Recognize feelings of others and respond appropriately. |
| TKSOCEM-1E | Demonstrate a positive attitude and feel confident about self. |
| TKSOCEM-1F | Help others and accept help from others. |
| TKSOCEM-1G | Respect rights, ideas, and property of others. |
| TKSOCEM-1H | Develop healthy friendships |
| TKSOCEM-1I | Practice good manners. |
| TKSOCEM-2 | Self-Help - The student will practice taking care of personal needs. |
| TKSOCEM-2A | Demonstrate growing independence in taking care of personal needs (e.g. use toilet independently, wash hands unassisted, dress self, use facial tissue, feed self). |
| TKSOCEM-2B | Demonstrate proper grooming and body care. |
| TKSOCEM-2C | Identify good foods for health. |
| TKSOCEM-2D | Recognize importance of exercise. |
| TKSOCEM-2E | Recognize and apply safety guidelines related to a specific activity. |

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| TKSOCEM-2F | Demonstrate appropriate responses to dangerous situations (e.g. fire, tornado, traffic, strangers). |
| TKSOCEM-2G | State own first/last name, age, gender and parents'/guardians' first name. |
| TKSOCEM-2H | Ask for help when needed. |
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| TKSOCEM-3 | Work Habits - The student will develop effective work habits. |
| TKSOCEM-3A | Follow three-step directions in sequence. |
| TKSOCEM-3B | Willingly participate in activities. |
| TKSOCEM-3C | Use class materials appropriately. |
| TKSOCEM-3D | Help clean work/play area. |
| TKSOCEM-3E | Pay attention in large and small group activities for short periods of time. |
| TKSOCEM-3F | Choose activities without teacher help. |
| TKSOCEM-3G | Work independently. |
| TKSOCEM-3H | Follow classroom rules and expectations. |
| TKSOCEM-3I | Complete a simple task. |
| TKSOCEM-3J | Demonstrate appropriate transition skills. |