

Curriculum Map: ICN FTS Pre-K MATH

<p>LINEAR COUNTING AND NUMERATION</p> <ul style="list-style-type: none"> • Sequential counting (including 1:1 correspondence), 1-15 • Association of numeral and quantity • Concept that quantity increases as you count forward • Odd and even, visually • Ways to show a quantity (picture, ten frame, tally mark – to 10) • begin making reasonable estimates of numbers • Number line <ul style="list-style-type: none"> ○ Before and after • comparing two quantities (more/less) 	<p>BASE 10 CONCEPTS</p> <ul style="list-style-type: none"> • Introduction to decimal system using base ten blocks (tactile and vocab.) • Exchanging ones for tens; tens for 100s • Teen numbers as ten and ... (tactile / play) 	<p>OPERATIONS AND ALGEBRAIC THINKING</p> <ul style="list-style-type: none"> • Definition of an operation (putting groups together, and taking a group apart) • Addition, Subtraction using variety of tools: pictures, concrete objects, ten frames • Addition, Subtraction story problems for critical thinking • Patterns (observe, identify, copy)
<p>GEOMETRY & SPATIAL RELATIONS</p> <ul style="list-style-type: none"> • Basic shapes and solids (recognize, match, describe [data]) • Distinguish between flat shape and solid shape • Symmetry • Physical movement of a shape across a surface [e.g. predict: roll? slide?] • using smaller shapes to create larger shapes 	<p>ATTRIBUTES AND MEASURING</p> <ul style="list-style-type: none"> • 5 senses – classifying • Sorting a group of objects by two different attributes (e.g. sort by color, or sort by shape) • Gradation of Length, weight, thickness, texture, volume • Identify basic measuring tools • experiment with nonstandard measuring, comparing, estimating 	<p>DATA COLLECTION</p> <ul style="list-style-type: none"> • ask questions and find ways to answer them • organize and describe information, predict probabilities

Curriculum Map: ICN FTS Pre-K LANGUAGE

<p>PHONETIC AWARENESS</p> <ul style="list-style-type: none"> • Sounds of many consonants • Sounds of vowels • Identify Beginning, middle, ending sound in CVC words • Segmenting and blending: hearing Syllables, identifying two words that make a compound word • Rhyming words, recognize and produce with guidance • Listen to reading with expression 	<p>SIGHT WORDS</p> <ul style="list-style-type: none"> • Introduce Dolch Sight Words, Pre-K <table border="1" data-bbox="674 248 1230 613"> <tr> <td>a</td> <td>and</td> <td>away</td> <td>big</td> </tr> <tr> <td>blue</td> <td>can</td> <td>come</td> <td>down</td> </tr> <tr> <td>find</td> <td>for</td> <td>funny</td> <td>go</td> </tr> <tr> <td>help</td> <td>here</td> <td>I</td> <td>in</td> </tr> <tr> <td>is</td> <td>it</td> <td>jump</td> <td>little</td> </tr> <tr> <td>look</td> <td>make</td> <td>me</td> <td>my</td> </tr> <tr> <td>not</td> <td>one</td> <td>play</td> <td>red</td> </tr> <tr> <td>run</td> <td>said</td> <td>see</td> <td>the</td> </tr> <tr> <td>three</td> <td>to</td> <td>two</td> <td>up</td> </tr> <tr> <td>we</td> <td>where</td> <td>yellow</td> <td>you</td> </tr> </table>	a	and	away	big	blue	can	come	down	find	for	funny	go	help	here	I	in	is	it	jump	little	look	make	me	my	not	one	play	red	run	said	see	the	three	to	two	up	we	where	yellow	you	<p>PRINT CONCEPTS</p> <ul style="list-style-type: none"> • Following text from left to right, hold a book right side up • Understand that the words in books are the words we speak • Book and Text features (Front & Back Cover, Title, Author, Illustrator, “next” page)
a	and	away	big																																							
blue	can	come	down																																							
find	for	funny	go																																							
help	here	I	in																																							
is	it	jump	little																																							
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not	one	play	red																																							
run	said	see	the																																							
three	to	two	up																																							
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<p>LITERACY SKILLS (LISTENING AND SPEAKING)</p> <ul style="list-style-type: none"> • Comprehension (listen to fiction stories and discuss who it was about, where it it take place, beginning, middle, end, drawing inferences) • Listen to nonfiction books and connect to background knowledge or experience • Read with Accuracy (using picture clues and drawing inferences); • Read with fluency and expression – via modeling, listening, imitating • Learn and use new vocabulary words • Using different words to describe different types of actions (walk, march, hop, crawl, etc.) 	<p>WRITING</p> <ul style="list-style-type: none"> • handwriting: many upper and lower case letters, and numerals in D’nealian font • Write some CVC words using some invented spelling • Words are separated by spaces • Dictate or write (invented spelling, drawings) Personal Narratives or to convey knowledge • Opinion (discuss likes, dislikes, compare to others) 	<p>OTHER</p> <ul style="list-style-type: none"> • Opposites • Fact vs. Opinion (e.g.likes and dislikes can be different) • Use conventions of standard English 																																								

Curriculum Map: ICN FTS Pre-K SCIENCE

<p>LIVING, NONLIVING</p> <ul style="list-style-type: none"> • Some traits of living things • Life cycles • Life forms are interdependent • Plant vs. Animal 	<p>ANIMAL CLASSIFICATION</p> <ul style="list-style-type: none"> • Distinguishing features of animals in their environments: <ul style="list-style-type: none"> ○ land and water animals ○ walk/swim/fly 	<p>LAND, AIR, WATER</p> <ul style="list-style-type: none"> • Distinguish between land and water on earth: Observe land and water features (e.g. sandy, rocky, grassy, ocean, river; continents v oceans) • Land, air, and water transportation • Land, air, water as resources for life; caring for the land, water, and air
<p>SIMPLE MACHINES</p> <ul style="list-style-type: none"> • Experimenting with movement of objects and force (pushes and pulls, wind power) 	<p>STATES OF MATTER</p> <ul style="list-style-type: none"> • Observe the properties of solids, liquids, and gasses via experimentation and sensory experiences (observe via 5 senses) 	<p>MAGNETISM</p> <ul style="list-style-type: none"> • Experiment with magnetism as a force
<p>MOVEMENTS OF EARTH AND SUN</p> <ul style="list-style-type: none"> • Observing the Seasons • Observing Day and Night • Observing the moon and sun, shadows 	<p>GEOGRAPHY AND CULTURE</p> <ul style="list-style-type: none"> • Studies of some continents, including foods, and lifestyles, similarities and differences (see also: social studies) 	<p>HEALTH AND NUTRITION</p> <ul style="list-style-type: none"> • Basic body systems / major organs: heart, stomach, lungs • Food groups and healthy eating choices
<p>SCIENCE AND SPIRITUALITY</p> <ul style="list-style-type: none"> • Observe with wonder the creations of Allah • The earth, and all its features, natural resources, forces of nature and movements of the cosmos have been designed by Allah to sustain, maintain, and beautify life for the children of Adam, as a favor and as a test. 	<p>SCIENTIFIC METHOD</p> <ul style="list-style-type: none"> • Observe, ask questions, solve problems, and draw conclusions (modeled, integrated) • Use tools and technology to investigate (e.g. magnifying glass, ruler, stopwatch, etc.) 	

Curriculum Map: ICN FTS Pre-K SOCIAL STUDIES

<p>GEOGRAPHY AND CULTURE</p> <ul style="list-style-type: none"> • Studies of some continents including foods, and lifestyles, similarities and differences [17.a] 	<p>HISTORY</p> <ul style="list-style-type: none"> • Self: personal history, family tree, important events (such as birth of sibling, moving), time line of birth to age 3 or 4 (younger/older), compare to others' [16,18.a] • Significance of some national and Islamic holidays with regard to the achievements of people and / or historical and timeless • Prophets of Allah and lessons to extract 	<p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Community: definition and what it means to be a community member (also Islamic Studies) [14.a] • Community Workers[14.d, 15.a] • Economic Systems and human interdependence, scarcity (sharing, helping, taking turns) [15.a,b,d]
<p>SOCIAL EMOTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Social Awareness: identifying emotions of self and others, self soothing [30.a,b,c] • Positive Relationships: conflict resolution, communication [31.a,b,c] • Making Decisions: making wise choices based on ethics (sunnah), safety, and benefits to society / community [32.a] 		