

INTERNATIONAL
COMMUNITY SCHOOL

Elementary
School
Curriculum

K5
Kindergarten



This guide is based on the Kindergarten standards and benchmarks taught at International Community School. Kindergarteners are expected to demonstrate mastery of these skills by the end of Kindergarten.



Things to Remember

- School attendance is an absolutely necessary component of the educational process.
- Please know that your child's absences do affect his/her academic performance.
- Too many absences throughout the school year could be cause for retention in a grade level.
- If a family has a conflicting activity, the parent should notify the school office as soon as possible detailing the anticipated absence.
- Parents are expected to promote and support the policies and personnel of ICS, to speak positively about the school, and to direct any questions or concerns to the appropriate individuals.
- Any parent who would like a conference with his/her child's teacher outside of the scheduled yearly conference is asked to arrange for a conference time in advance. Since teachers have certain duties and responsibilities before and immediately after school, they are not always free for a conference. You may set up a conference by calling the school office or emailing the teacher. **Please do NOT drop by the class during school time to talk with the teacher.**



Bible

The ICS Elementary Bible curriculum is scripture-based, God-fearing, and personally applicable for each lesson learned. Using the Bible as the text-book, students will study and analyze passages through Scripture meditation and journaling. Students will learn how to summarize and apply Biblical truths, look at apologetics, and recite passages of scripture. The Bible curriculum is based on the philosophy of Navigators Topical Memory System, and a student who remains at ICS for 6 years will have studied and memorized over 129 passages of scripture (that is over 200 verses).



Social Studies

Theme: Me and My Community

Students will:

- Identify similarities and differences among families around the world.
- Identify and use words related to the concept of location.
- Demonstrate knowledge of the physical environment and how this affects people's lives and culture.
- Identify various groups of which individuals are a part of.
- Distinguish between goods and services and identify ways they can be exchanged.
- Recognize appropriate and inappropriate social behavior and the impact of making choices about that behavior.
- Explain the purpose for rules in home, school, and community.
- Distinguish between needs and wants.
- Give examples of cooperation and conflict among individuals.



Expected Student Outcomes

Interpersonal:

ICS students will recognize their personal uniqueness through:

1. demonstrating cultural sensitivity
2. developing a godly self-image
3. living productively

Curricular:

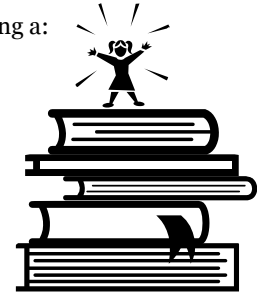
ICS students will demonstrate academic excellence by becoming a:

1. Critical Thinker
2. Quality Communicator
3. Problem Solver

Spiritual:

ICS students will

1. appreciate God and His Word
2. develop Biblical character by:
 - A. growing as a Christian
 - B. modeling their teachers
 - C. obeying Biblical authority
 - D. living fruitfully



Language Arts

Comprehension and Response to Story

- * Use illustrations to tell a story
- * Read simple, familiar texts accurately.
- * Recognize and value many kinds of literature.
- * Connect stories with personal experiences.
- * Retell a story.
- * Identify the main events in the plot of a story.
- * Make and confirm predictions about text by using prior knowledge.
- * Begin to recognize and use strategies (e.g. compare/contrast, sequence, cause/effect) to increase comprehension.
- * Produce written, oral, or other forms of responses to literature (e.g. puppet shows, skits).
- * Communicate understanding that knowledge can be gained through reading.



Word Recognition

- ≈ Students will easily recognize familiar words s/he sees in and around the home, such as his/her name, brand names, and logos.
- ≈ Recognize with ease basic sight vocabulary
- ≈ Follow the written text of familiar stories by pointing to known words.

Sight Words

all	but	get	our	soon	under	will
am	came	have	out	that	want	with
are	did	into	please	there	white	yes
at	do	like	pretty	say	was	
ate	he	must	ran	she	well	
be	eat	no	ride	too	went	
black	good	now	saw	they	what	
brown	four	on	so	this	who	

Writing

- Use conventions of manuscript print.
- Begin to write complete sentences.
- Begin to use the writing process to produce writings independently for a variety of purposes.
- Demonstrate understanding that writing has a purpose and meaning.
- Begin to use strategies to organize written work (e.g. include beginning, middle, end; use a sequence of events).



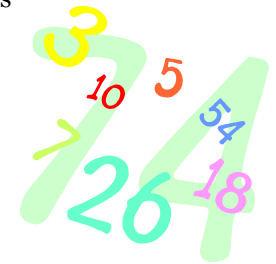
Reading

- Read their own name
- Recite the alphabet
- Recognize all of the letters in the alphabet
- Correspond all letters with their correct sound
- Make rhymes
- Recognize that text holds meaning
- Hold a book right side up with the spine on the left, front cover showing
- Recognize that the progression of text is left to right, top to bottom
- Echo simple text that is read to them
- Display developing ability to decode two and three-letter words.



Math

- Count to 100
- Count up to 50 objects
- Connect the number word, numeral, and quantity up to 10
- Understand the effects of adding and subtracting
- Use strategies and methods for adding and subtracting
- Sort, classify, and order objects and organize data
- Recognize and describe patterns
- Model addition and subtraction with manipulatives
- Understand equal groups, more and fewer
- Draw and identify grade level plane shapes
- Describe grade level shapes
- Understand relative position
- Recognize symmetry in basic shapes
- Sort and identify grade level solid figures
- Identify basic shapes in real life
- Measure length with non-standard units
- Time to the hour and half hour
- Identify, sort, count money- penny, nickel, dime
- Use strategies to solve grade level problems
- Use and represent data in picture graphs and tally charts



Science

Students will:

- Use senses to make observations about objects
- Describe similarities and differences in how plants and animals look and what they do
- Identify what plants and animals need and how they grow
- Explore the day and night skies
- Recognize that matter can change
- Explore sound, light, and heat energy
- Investigate how things move

