

## Curriculum Framework: ICN NOOR ACADEMY 1st Gr MATH

<p><b>LINEAR COUNTING AND NUMERATION</b></p> <ul style="list-style-type: none"> <li>● Sequential counting, reading and writing, 1 to 200 by 1s, 10s, 5s, 2s</li> <li>● Using variety of tools to represent, recognize, and explain numbers (rekenrek, ten frames, base ten blocks, tally marks)</li> <li>● mentally add and subtract ten and multiples of ten</li> <li>● double numbers to 20</li> <li>● Greater than, less than</li> <li>● Friendly numbers (5 and 10)</li> </ul>	<p><b>BASE 10 CONCEPTS</b></p> <ul style="list-style-type: none"> <li>● Place value: ones, tens, hundreds, thousands; exchanging 1s,10s,100s (base ten blocks and stamp game)</li> <li>● Visualizing the quantity associated with a number from 1 through 1000</li> <li>● Building numbers to 1000 using base ten blocks</li> <li>● static and dynamic addition with base ten blocks</li> </ul>	<p><b>OPERATIONS AND ALGEBRAIC THINKING</b></p> <ul style="list-style-type: none"> <li>● Definition of an operation</li> <li>● Addition and subtraction from 0 – 20 <ul style="list-style-type: none"> <li>○ use variety of tools: pictures, objects, rekenrek, ten frames, tally marks, base ten blocks, number line, 100 chart</li> <li>○ solve for unknown variable</li> <li>○ addition with three addends</li> </ul> </li> <li>● Addition, Subtraction story problems for critical thinking</li> <li>● Subtraction as an unknown addend</li> <li>● Intro to Multiplication as adding the same number many times</li> <li>● Formal definition of an equation</li> <li>● inequalities</li> </ul>
<p><b>GEOMETRY</b></p> <ul style="list-style-type: none"> <li>● 10 basic shapes and solids and their attributes; Distinguish between flat shape and solid shape (defining attributes – sides faces, vertices, edges) length, width, height</li> <li>● Point, line, line segment, parallel lines</li> <li>● Acute angle, obtuse angle, right angle</li> <li>● Symmetry</li> <li>● Fractions: halves and fourths of geometric shapes</li> </ul>	<p><b>MEASUREMENT AND DATA</b></p> <ul style="list-style-type: none"> <li>● Measuring best practices</li> <li>● Venn Diagrams</li> <li>● Measuring Length (non standard and standard units)</li> <li>● Measuring Area - define</li> <li>● Measuring Weight</li> </ul>	

## Curriculum Framework: ICN NOOR ACADEMY 1st Gr LANGUAGE

<p><b>READING FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>● Print concepts: sentence structure (capitalization, punctuation)</li> <li>● phonological awareness             <ul style="list-style-type: none"> <li>○ long and short vowels</li> <li>○ initial/medial/final sounds</li> <li>○ segment 1 syllable words into sounds</li> </ul> </li> <li>● phonics and word recognition – decoding             <ul style="list-style-type: none"> <li>○ sh,ch,th,wh,ph, -ng,-ough,-tion,kn,wr-ight</li> <li>○ silent e, ai,ea</li> <li>○ identify a syllable (middle vowel)</li> </ul> </li> <li>● Use Comprehension, Accuracy, Fluency and Expanding Vocabulary strategies to continuously improve reading skills</li> </ul>	<p><b>SIGHT WORDS</b></p> <ul style="list-style-type: none"> <li>● Dolch Sight Words, 1<sup>st</sup> grade</li> </ul> <table border="1" data-bbox="676 277 1171 1110"> <tr> <td>after</td> <td>again</td> <td>an</td> <td>any</td> </tr> <tr> <td>as</td> <td>ask</td> <td>by</td> <td>could</td> </tr> <tr> <td>every</td> <td>fly</td> <td>from</td> <td>give</td> </tr> <tr> <td>going</td> <td>had</td> <td>has</td> <td>her</td> </tr> <tr> <td>him</td> <td>his</td> <td>how</td> <td>just</td> </tr> <tr> <td>know</td> <td>let</td> <td>live</td> <td>may</td> </tr> <tr> <td>of</td> <td>old</td> <td>once</td> <td>open</td> </tr> <tr> <td>over</td> <td>put</td> <td>round</td> <td>some</td> </tr> <tr> <td>stop</td> <td>take</td> <td>thank</td> <td>them</td> </tr> <tr> <td>then</td> <td>think</td> <td>walk</td> <td>were</td> </tr> <tr> <td>when</td> <td></td> <td></td> <td></td> </tr> </table>	after	again	an	any	as	ask	by	could	every	fly	from	give	going	had	has	her	him	his	how	just	know	let	live	may	of	old	once	open	over	put	round	some	stop	take	thank	them	then	think	walk	were	when				<p><b>READING LITERATURE</b></p> <ul style="list-style-type: none"> <li>● identify character, setting, key events, sequence, conflict, resolution, narrator</li> <li>● craft and structure: identify words / phrases that show emotion or senses; compare and contrast fiction and nonfiction, compare and contrast different stories</li> <li>● integrate knowledge/ideas via text, pictures, background knowledge</li> <li>● 1<sup>st</sup> grade level poetry – purpose and some elements (rhyme, rhythm, onomatopoeia)</li> </ul> <p><b>READING INFORMATIONAL TEXT</b></p> <ul style="list-style-type: none"> <li>● identify main idea, supporting details, ask and answer questions about them connect information to form a schema</li> <li>● craft &amp; structure: use text features – headings, bold, table of contents, glossary,icons</li> <li>● integrate knowledge and ideas using text, pictures, background knowledge to compare and contrast</li> </ul>
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<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● Why writers write: text types and purposes (opinion, informative, narrative)</li> <li>● Production and distribution (workshop style): edit to improve writing based on teacher and peer input; paper and digital media</li> </ul>	<p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>● participate in formal and collaborative conversations with diverse partners (shared discussion): rules, roles, responses; ask questions to seek clarification</li> <li>● present knowledge / ideas with details (people, places, events, feelings)</li> </ul>	<p><b>ENGLISH LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Conventions of standard English:             <ul style="list-style-type: none"> <li>○ capitalization, punctuation</li> <li>○ common,proper, possessive nouns</li> <li>○ verb conjugation and tense</li> <li>○ articles</li> <li>○ prepositions</li> </ul> </li> </ul>																																												

<ul style="list-style-type: none"><li>● Shared research. Gather information from a variety of sources and present</li><li>● Upper and lower case D'Nealian manuscript</li></ul>		<ul style="list-style-type: none"><li>○ sentences (declarative/interrogative/imperative/exclamatory)</li><li>○ commas in dates</li><li>● Vocabulary: affixes, suffixes, root words, shades of meaning, cause and effect relationships</li></ul>
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## Curriculum Framework: ICN NOOR ACADEMY First Gr SCIENCE, SOCIAL STUDIES

<p><b>LIFE SCIENCE</b></p> <ul style="list-style-type: none"> <li>● Plants – functions, parts, environments, role in ecosystem</li> <li>● Life forms are interdependent</li> <li>● heredity – inheritance and variance of traits – observe and iden., compare and contrast traits in plants and animals; survival behavior patterns between parents and offspring</li> <li>● how technology mimics plant and animal features to solve problems (also design a solution)</li> </ul>	<p><b>PHYSICAL SCIENCE</b></p> <ul style="list-style-type: none"> <li>● Waves and their application in technologies for information transfer <ul style="list-style-type: none"> <li>○ vibrations can produce sounds and sound can make materials vibrate</li> <li>○ objects can only be seen when illuminated</li> <li>○ what happens to various objects when placed in light? (transparent, translucent, opaque, reflective)</li> <li>○ design a device that uses light or sound to solve a communication problem</li> </ul> </li> </ul>	<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>● defining attributes of Oceans, rivers, lakes, plains, hills, plateaus, mountains and their role in the ecosystem</li> <li>● Layers of the earth; layers of the ocean; layers of the atmosphere</li> <li>● Land, air, water as resources for life; conservation of resources and environmental protection</li> <li>● 7 Continents and 5 Oceans</li> <li>● Constructing maps and using them to navigate</li> </ul>
<p><b>SIMPLE MACHINES</b></p> <ul style="list-style-type: none"> <li>● Lever, inclined plain, wheel and axle, pulley, screw (as a inclined plain wrapped around)</li> <li>● Experimenting with movement</li> </ul>	<p><b>STATES OF MATTER</b></p> <ul style="list-style-type: none"> <li>● Properties of solids, liquids, and gasses</li> <li>● Experiment with matter</li> </ul>	<p><b>MAGNETISM</b></p> <ul style="list-style-type: none"> <li>● Definition of magnetism</li> <li>● Properties of a magnet</li> <li>● Experiment with magnetism</li> </ul>
<p><b>MOVEMENTS OF EARTH AND SUN</b></p> <ul style="list-style-type: none"> <li>● Seasons</li> <li>● Day and Night</li> <li>● Months / moon phases</li> <li>● Observe and record</li> </ul>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● Studies of some continents, including geographic features, some countries and flags, famous places, and cultural elements</li> </ul>	<p><b>HEALTH AND NUTRITION</b></p> <ul style="list-style-type: none"> <li>● Basic human body systems: digestive, circulatory, nervous</li> <li>● Factors that influence the healthy of the brain and body systems – physical and nutritional</li> <li>● Food groups and healthy eating choices</li> </ul>
<p><b>SCIENCE AND SPIRITUALITY</b></p> <ul style="list-style-type: none"> <li>● Needs vs. Wants</li> <li>● 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.</li> </ul>	<p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>● Inquiry: create questions, explore facts, gather information, evaluate sources (fact v opinion), ask and answer questions, listen, build consensus and take action</li> <li>● Economics and Financial Literacy: choices are based on scarcity of resources; skills and knowledge required to produce certain goods and services</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>● Change, Continuity and Context: create timeline of multiple events</li> <li>● describe individuals and groups who have shaped a significant historical change (advent of Islam – abolition of slavery, zakah, justice)</li> <li>● Compare perspectives of people in the past to those in the present</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Civics: all people, not just official leaders, play important roles in a community; how rules and laws function in school and outside of school</li></ul> |  |
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