



Kindergarten Curriculum



In the name of Allah, Most Merciful, Most Beneficent

Dear Parents,

As'Salaamu `Alaykum and welcome to Al Manara Academy Preschool,

At Al Manara our goal is to establish and maintain a school environment where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.

It is the school's mission to uphold the Islamic concept of ilm that integrates the pursuit of knowledge with Islamic values. Al Manara makes the excellence of learning within the Islamic heritage, the foundation of the rigorous academic program that is intended to serve the needs of the modern world without sacrificing moral and spiritual values. Therefore, we encourage you to work with your child regularly by discussing what happened in school and reviewing the work that your child brings home. We also welcome your calls or visits to the classroom, by making an appointment, to discuss with the teacher any concerns you may have.

All of this fits together like a jig-saw puzzle. The outcome of your child's education is the complete puzzle, the big picture, and the result of the learning. The various puzzle pieces are necessary for the successful completion of the puzzle. Through various lessons in a variety of content areas, teachers assist their students in putting all the pieces of the puzzle in place.

With this in mind, this document is intended to give you some of the common characteristics of kindergarten age children, as well as the skills used to promote growth and success during the current year. We have also listed specific learning objectives for each subject area in the curriculum. By working with your child in these areas, you can help increase learning as well as show your interest and involvement in their school experience.

Muslim parents should remember that Allah (SWT) will hold them responsible on the Day of Judgment if they neglect to educate their children about Islam and provide them with the general knowledge that will enable them to make a decent living. The success of your child during this school year is our primary goal and we need your help, your donations, your understanding, and your prayers.



GOALS AND OBJECTIVES

At Al Manara continued progress and growth of the individual is the aim of education, this includes deen and the academic education. This education should be intellectual in its direction, individualized in its approach, demanding in its efforts, character building in its nature, humane in its treatment, and scientific in its method.

The staff at Al Manara understands full well the responsibility entrusted to us by our complex society, are dedicated to these goals.

1. To develop in each of our pupils the recognition of the personal dignity of man.
2. To cultivate intellectual curiosity in each pupil.
3. To equip each pupil to live a responsible and profitable life as a citizen of the community, nation, and world.
4. To aid each pupil in acquiring and developing desirable traits of character and a wholesome, well-integrated personality.
5. To help each pupil realize his own potentials and help him adjust to everyday problems both intellectual and social.
6. To teach the fundamental skills, and develop effective study and work habits.

To fulfill these goals, the staff at Al Manara must:

- Recognize the individuality of each student and develop this through guidance and encouragement.
- Organize and operate the program of education to develop the total individual.
- Instill in each student an appreciation for and a loyalty to his country.
- Offer a complete, continuous program of education.

At Al Manara the teaching philosophy is very child-centric. This principle of education should direct our efforts toward a practical as well as theoretical philosophy. Acceptance of this philosophy is the first step. Implementation must follow as well as constant evaluation and revision. Cooperation of parents, teachers, and administrators is essential in establishing and maintaining high educational standards for our school.



STUDENT SUCCESS

In accordance with the philosophy, principles, goals, and objectives of the school, a successful student as one who:

Academically,

- is developing the fundamental skills, knowledge, and
- dispositions outlined in the curriculum
- is acquiring effective study and work habits
- is responding to an academic environment that fosters intellectual curiosity, individual responsibility, and mutual respect

Socially,

- is exercising the rights and responsibilities of citizenship and family living
- is exhibiting physical and emotional well-being and a sense of personal growth
- is demonstrating respect for humanity and the dignity of others

Personally,

- is attending classes, participating in class activities and doing the required work
- is displaying acceptable standards of behavior
- is exerting desirable effort to learn



SUBJECTS TAUGHT BY HOMEROOM TEACHERS

HEALTH

- ✓ How to stay safe
- ✓ All families are special
- ✓ Cleanliness and good health
- ✓ Good foods and why it is important
- ✓ Doctors and dentist's help keep us healthy
- ✓ Effects of drugs, both helpful and harmful
- ✓ The five senses
- ✓ Ways to keep our body healthy
- ✓ Importance of play and exercise

MATHEMATICS

- ✓ Processes: joining and separating, comparing and ordering, sorting (length, weight, capacity, describing, and classifying)
- ✓ Two and three dimensional shapes
- ✓ Collection, organization, interpretation of information

READING/LANGUAGE ARTS

- ✓ Oral language: daily sharing, conversation, discussion, collaboration, daily reading of familiar stories, poems, chants; retelling a story; speaking in complete thoughts; staying on topic; listening & responding; describing; creating & recreating a story orally; dramatizing a text; increasing basic vocabulary & concepts; following oral directions; Talking About Books discussions
- ✓ Concepts of print: directional rules-left to right, top to bottom, return sweep; letter/word relationship; sound/symbol relationship; spaces between words
- ✓ Concepts of reading: print carries message; one-to-one correspondence between spoken words & printed words; one-to-one correspondence between letters/sounds
- ✓ Reading readiness: responding to a variety of literature-nursery rhymes, fairy tales, poetry, chants, stories; rhyming; identifying environmental print;



auditory/visual discrimination; discriminating basic shapes; recognizing letters & numbers

- ✓ Comprehension: responding to story, making connections, comparing/contrasting, extending the lesson, recreating a story in a new format, webbing, predicting outcomes
- ✓ Vocabulary: expansion of basic concept words, compounds, contractions
- ✓ Concepts of language: naming words; describing words; acting words; punctuation-period, exclamation point, question mark; capital letters-
- ✓ beginning of sentence, name; simple sentence structure
- ✓ Handwriting readiness: recognizing alphabet, experimenting with correct letter formation using a variety of approaches (tactile, visual, written), modeling a correct grip
- ✓ Developmental spelling: random assortment of letters, initial/final consonants, vowel/consonant combination, words, standard spelling
- ✓ Introduction to multimedia for reading and writing
- ✓ Making reading/writing connection

SCIENCE

- ✓ Ecosystems and environment: environmental problems, water
- ✓ Living things: senses, living/nonliving things
- ✓ Earth and Space: earth, rock, soil, sand, weather
- ✓ Force and Motion: push and pull
- ✓ Matter and Energy: sound, living things need energy
- ✓ Scientific inquiry: observe, infer, communicate, describe, identify, model
- ✓ Nature of science, technology and human activity: question, measure, plan for environmental clean-up

SOCIAL STUDIES

- ✓ Families, neighbors, friends, self; and others
- ✓ History: change, symbols (flag), holidays
- ✓ a Citizenship: rules, community, choices
- ✓ Cultures: likenesses, differences
- ✓ Economics: wants, needs, choice



- ✓ Geography: map, globe, continent, ocean
- ✓ Career awareness/current events and issues
- ✓ Science, technology—impact on people and society
- ✓ Skills applied in social studies—thinking, reading, writing, discussing, using technology as a learning tool...

ART

- ✓ Basic colors
- ✓ Colors in environment
- ✓ Color to develop patterns
- ✓ Geometric shapes; free forms
- ✓ Different directions of line
- ✓ Line via length, shape, width, etc.

PHYSICAL EDUCATION

- ✓ Spatial awareness: space, pathways, body parts, directions
- ✓ Developmental games: skills, rules, low-organized, safety concerns
- ✓ Movement: terminology, shapes, safety, locomotors, non-locomotors
- ✓ Manipulative, balance
- ✓ Fitness: health concepts, cardio respiratory
- ✓ Patterns, rhythmic activities

LIBRARY MEDIA

- ✓ Locate and identify the bookmobile
- ✓ Locate areas of the collection
- ✓ Follow circulation procedures for materials
- ✓ Locate easy materials
- ✓ Recognize basic elements of a book
- ✓ Participate in storytelling activities

MUSIC (Nasheed)



- ✓ Sing Islamic songs (Nasheed)
- ✓ Clap/sing simple rhythm patterns
- ✓ High/low sounds
- ✓ Words, syllables or numbers in singing
- ✓ Melody (nursery rhymes)
- ✓ Vocal, body, and environmental sounds
- ✓ Phrases same or different
- ✓ Loud, soft, and medium volume



DOMIANS IN EDUCATION

A. AFFECTIVE DOMAIN

Many students experience asynchronous, that is, uneven, development in intellectual, physical, social, and emotional growth. Students must learn how to best use their cognitive powers to make sense of their emotional needs.

- Social Cooperation
- Self Realization
- Self Esteem

B. COGNITIVE DOMAIN

Creative Thinking

"Without knowledge, imagination cannot be productive. Without imagination, abundant knowledge cannot help us live in a world of change. And without the ability to synthesize, evaluate, and develop our ideas, we achieve no effective creativity." Parnes, Noller, Biondi, *Guide to Creative Action*, page 15, Charles Scribner's Sons, NY, 1977.

- Brainstorming
- Listening/Visual
- Analogies
- Ambiguity
- Elaboration
- Originality
- Curiosity
- Sensitivity/Aesthetics
- Creative Problem-Solving

Critical Thinking

Critical thinking is a composite of attitudes, knowledge and skills that facilitate an in depth, reflective research for valid conclusions which solve problems, resolve doubts, and enable one to choose among conflicting doctrines and/or policy statements.

- Brainstorming
- Literature



Logic

Students prepare for logical thinking by using simple systems based on patterns and relationships and by understanding the role of assumptions, generalizations, and actual facts when reaching a valid conclusion. Evidence is considered in a systematic way and is often charted on a grid to obtain accurate conclusions.

- Indications of Patterns Isolation of Facts
- Structure of Logic
- Logic Grid



KINDERGARTEN SKILLS

Skills developed by students in kindergarten are specified here.

- ✓ Computing
- ✓ Listening
- ✓ Measuring
- ✓ Moving
- ✓ Observing
- ✓ Processing
- ✓ Reading
- ✓ Referencing
- ✓ Speaking
- ✓ Studying
- ✓ Symbolizing
- ✓ Thinking Critically
- ✓ Visualizing
- ✓ Writing

KINDERGARTEN DISPOSITIONS

Student behaviors and attitudes strived for in the classroom are stated in the Kindergarten Curriculum Guide. These dispositions, for each subject, fall under the following three categories:

- ✓ Appreciating
- ✓ Caring
- ✓ Enjoying

Kindergarten Grade Books

Subject	Title	Publisher
Math	Investigations Student: Investigation workbook	Pearson Education Inc.
Reading	A to Z leveled reading and comprehension assessments	A to Z on line reading program
Spelling	Primary Phonics workbooks: 1, 2, 3,	Educators Publishing Services
Language Arts	Reading Street (Scott Foresman) Student: Reader's & Writer's Notebook	Pearson Education Inc.
Science	Interactive Science Student: Interactive workbook	Pearson Education Inc.
Social Studies	My World Social Studies Student: workbook "here we come"	Pearson Education Inc.
Islamic Studies	I LOVE ISLAM 1 I LOVE ISLAM 2	Islamic Services Foundation 2011 Islamic Services Foundation 2011
Arabic	Noorani Qa'idah (MASTER READING THE QUR'AN)	2000 MYA