PRESCHOOL
INTEGRATED CURRICULUM MAP
August/September

Language Arts	Math	Science	Social Studies
Reading Applications 5. Follow simple directions.	**Number, Number Sense and Operations** 1. Count to 10 in the context of daily activities and play (e.g., number songs). **Geometry and Spatial Sense** 4. Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere-"ball," cube-"box," cylinder –"can" or "tube," and cone-"ice cream cone").	**Science and Technology** *1. Identify the intended purpose of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter).* **Earth and Space** 7. Observe and use language or drawings to describe changes in the weather (e.g., sunny to cloudy day). **Scientific Inquiry** 6. Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools).	**Citizenship Rights and Responsibilities** 1. Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting, and compromising. **Government** 3. Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys). 5. Participate in creating and following classroom rules and routines. **Geography** 4. Navigate within familiar environments, such as home, neighborhood or school, under supervision.

PRESCHOOL
INTEGRATED CURRICULUM MAP
October

Language Arts	Math	Science	Social Studies
Phonemic Awareness **5. Identify own name in print.* **Communication: Oral and Visual** 1. Attend to speakers, stories, poems and songs. 2. Connect information and events to personal experiences by sharing or commenting. 3. Follow simple oral directions. **Writing Applications** 2. Name objects and label with assistance from adult cues (e.g., table, door).	**Number, Number Sense and Operations** 2. Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs). 4. Determine "how many" in sets of 5 or fewer objects. **Measurement** **3. Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next for the computer).* **Geometry and Spatial Sense** **5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).*	**Science and Technology** 4. Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with adult guidance. **Earth and Space** 3. Observe, explore, and compare changes that animals and plants contribute to in their surroundings (e.g., falling leaves, holes left by worms or squirrels). 4. Explore and compare changes in the environment over time (e.g., leaves changing colors, outdoor temperature, plants growing). **Physical Science** 2. Explore and compare materials that provide many different sensory experiences (e.g., sand, water, wood).	**History** 5. Arrange sequences of personal and shared events through pictures, growth charts, and other media. 6. Share personal family stories and traditions (e.g., photo album put together by family members). **Citizenship Rights and Responsibilities** *4. Demonstrate awareness of the outcomes of one's own choices (e.g., picking up toys helps create a safe environment).* **Government** *1. Interact with and respond to guidance and assistance in socially accepted way from familiar adults at school and home (e.g., responds to redirection, invites others to play).* 2. Interact with familiar and appropriate adults for assistance, when needed (e.g., family member, teacher, police, firefighter). **Geography** *1. Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there).*

PRESCHOOL
INTEGRATED CURRICULUM MAP
November

Language Arts	Math	Science	Social Studies
Acquisition of Vocabulary 3. Name items in common categories (e.g., animals, food, clothing, transportation, etc.). **Communication: Oral and Visual** 4. Speak clearly and understandably to express ideas, feelings and needs. 5. Initiate and sustain a conversation through turn-taking. 6. Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others). 7. Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., *Little Miss Muffet*). **Reading Application: Literary Text** 3. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals). **4. Participate in shared reading of repetitious or predictable text.*	**Number, Number Sense and Operations** **3. D e m o n s t rate one-to-one correspondence when counting objects (e.g., give one cookie to each child in gr o u p) .* 8. Represent quantity using invented forms (e.g., child's marks to represent a quantity of objects). **Geometry and Spatial Sense** 1. Match identical two-and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs). **10. Identify and name numerals 0-9.*	**Scientific Inquiry** 7. Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks). **Life Science** 2. Begin to differentiate between real and pretend through stories, illustrations, play and other media (e.g., talking flowers or animals). 5. Recognize physical differences among the same class of people, plants or animals (e.g., dogs come in many sizes and colors).	**History** 4. Share episodes of personal history from birth to present, through personal memorabilia or connected to stories. **Citizenship Rights and Responsibilities** 3. Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity). **Government** 4. Recognize the flag of the United States as a symbol of our government. **People in Societies** 1. Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).

PRESCHOOL
INTEGRATED CURRICULUM MAP
December

Language Arts	Math	Science	Social Studies
Acquisition of Vocabulary 2. Recognize and demonstrate an understanding of environmental print (e.g., STOP on stop sign). 4. Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind). **Writing Conventions** 2. Begin to demonstrate letter formation in "writing." **Phonemic Awareness,** 1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog). 8. Recognize and "read" familiar words or environmental print (e.g., McDonalds, Bob Evans).	**Number, Number Sense and Operations** 11. Compare and order whole numbers up to 5. **Measurement** 1. Begin to identify and use the language of units of time. For example: a. Day, night, week; b. Yesterday, today, tomorrow. **Data Analysis and Probability** 2. Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity). **Geometry and Spatial Sense** 2. Sort and classify similar two- and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).	**Science and Technology** 3. Use familiar objects to accomplish a purpose, complete a task or solve a problem (e.g., using scissors to create paper tickets for a puppet show, creating a ramp for a toy truck). **Earth and Space** 1. Begin to use terms such as night and day, sun and moon to describe personal observations. 2. Observe and represent the pattern of day and night through play, art materials or conversation. **Scientific Inquiry** 5. Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose (e.g., to record, classify, compare, talk about).	**History** *1. Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow).* 2. Label days by function (e.g., school day, stay home day, swim day, field trip day). **People in Societies** *2. Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).* **Economics** 2. Understand how sharing classroom materials will meet everyone's wants (e.g., turn taking at the water table, distributing crayons equitably).

PRESCHOOL
INTEGRATED CURRICULUM MAP
January

Language Arts	Math	Science	Social Studies
Reading Application: Literary Text 1. Identify characters in favorite books and stories. 2. Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story). **Research** 2. Use a variety of resources to gather information with assistance (e.g., pictionary, informational picture books). 3. Recall information about a topic dictated or constructed by child. 4. Share findings of information through retelling, media and play (e.g., draw a picture of the desert). **Phonemic Awareness** 2. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, apple).	**Patterns, Functions and Algebra** 1. Sort, order and classify objects by one attribute (e.g., size, color, shape, use). **Data Analysis and Probability** **3. Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream).* **Number, Number Sense and Operations** 9. Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).	**Scientific Inquiry** 2. Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., "Where does hail come from?"). 3. Predict what will happen next based on previous experiences (e.g., when a glass falls off the table and hits the tile floor, it most likely will break). **Physical Science** *3. Sort familiar objects by one or more property (e.g., size, shape, function).* *4. Demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward).* **Life Science** 1. Identify common needs (e.g., food, air, water) of familiar living things. 4. Match familiar adult family members, plants and animals with their young (e.g., horse/colt, cow/calf)	**Citizenship Rights and Responsibilities** 2. Engage in problem solving behavior with diminishing support from adults (e.g., negotiating in role play, turn taking). **Social Studies Skills and Methods** *1. Gain information through participation in experiences with objects, media, books, and engaging in conversations with peers.* 2. Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).

PRESCHOOL
INTEGRATED CURRICULUM MAP
February

Language Arts	Math	Science	Social Studies
Reading Applications: Informational, Technical and Persuasive Text 1. Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book). **Research** 1. Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store). **Phonemic Awareness** 9. Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., *Brown Bear, Brown Bear*). **Writing Conventions** **1. Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print.*	**Number, Number Sense and Operations** 5. Construct two sets of objects, each containing the same number of objects (e.g., 5 crayons and 5 blocks). 15. Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks). **Patterns, Functions and Algebra** **2. Identify, copy, extend and create simple patterns or sequences of sound, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red, blue pattern with blocks).*	**Physical Science** 1. Explore and identify parts and wholes of familiar objects (e.g., books, toys, furniture). 5. Explore ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing, dropping). **Earth and Space** 6. Demonstrate understanding of fast and slow relative to time, motion and phenomena (e.g., ice melting, plant growth).	**History** 3. Begin to use or respond to the language of time such as next, before, soon, after now and later as related to daily schedules and routines**.** **Social Studies Skills and Methods** 3. Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing). **Economics** 4. Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).

PRESCHOOL
INTEGRATED CURRICULUM MAP
March

Language Arts	Math	Science	Social Studies
Writing Applications 1. Dictate stories or produce simple stories using pictures, mock letters or words. **Acquisition of Vocabulary** 1. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects. **Reading Applications: Informational, Technical and Persuasive Text** 2. Retell information from informational text. 4. Gain text information from pictures, photos, simple charts and labels.	**Measurement** 5. Order a set of objects according to size, weight or length (e.g., cups of different sizes). 2. Recognize that various devices measure time (e.g., clock, timer, calendar). **Number, Number Sense and Operations** 14. Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (e.g., when selecting 5 apples from a bag, takes out two and continues counting 3, 4, 5). 7. Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).	**Scientific Inquiry** *1. Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat).* 4. Investigate natural laws acting upon objects, events, and organisms (e.g., repeatedly dropping objects to observe the laws of gravity, observing the life cycle of insects). **Physical Science** 6. Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sound (e.g., talks about loud, soft, high, low, fast, slow).	**Geography** 5. Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground). 6. Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.

PRESCHOOL
INTEGRATED CURRICULUM MAP
April

Language Arts	Math	Science	Social Studies
Phonemic Awareness 3. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). 4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat). 6. Recognize and name some upper and lower case letters in addition to those in first name. 7. Recognize that words are made up of letters (e.g., c-a-t).	**Number, Number Sense and Operations** 6. Compare sets of equal, more and fewer and use the language of comparison (e.g., equal, more and fewer). **Geometry and Spatial Sense** **3. Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).* **Measurement** 6. Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers it takes to fill one big container using sand, rice or beans). **Patterns, Functions and Algebra** 3. Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?).	**Scientific Ways of Knowing** 2. Recognize the difference between helpful and harmful actions toward living things (e.g., watering or not watering plants). **Physical Science** 7. Explore familiar sources of the range of colors and the quality of light in the environment (e.g., prism, rainbow, sun, shadow). **Earth and Space** 5. Explore how their actions may cause changes in the environment that are sometimes reversible (e.g., hand in flowing water changes the current) and sometimes irreversible (e.g., picked flowers wilt and die).	**Geography** 2. Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses). 3. Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit). 7. Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).

PRESCHOOL
INTEGRATED CURRICULUM MAP
May

Language Arts	Math	Science	Social Studies
Acquisition of Vocabulary 5. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison). **Writing Conventions** 3. Scribble familiar words with mock letters and some actual letters (e.g., love, mom, child's name). 4. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks. **Writing Applications** **3. Play at writing from top to bottom, horizontal rows as format.*	**Number, Number Sense and Operations** 13. Construct sets with more or fewer objects than a given set. **12. Identify penny, nickel, dime and quarter and recognize that coins have different values.* **Data Analysis and Probability** 1. Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks).	**Scientific Ways of Knowing** 1. Offer ideas and explanations (through drawings, emergent writing, conversations, movement) of objects, organisms and phenomena, which may be correct or incorrect. 2. Participate in simple spontaneous scientific explorations with others. **Scientific Inquiry** 8. Record or represent and communicate observations and findings through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance.	**Economics** *1. Recognize that people have many wants within the context of family and classroom.* 3. Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm, to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home).