

IPC[®] Preschool Curriculum





IPC Preschool Curriculum, is more than just any curriculum.



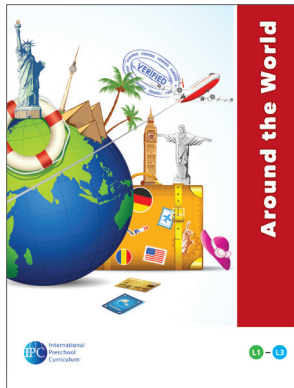
With over 20 units the IPC preschool curriculum was developed by our team of Academics to be fun and engaging.



Also included with the units are several learning aides, from flashcards to worksheets. Each unit also comes with a parent newsletter and student assessment guide.



Preschool Units



Around the World



Air Travel



At the Farm



Dinosaurs



Environment



Fairy Tales



Five Senses



Flowers and Plants



Food and Nutrition



Health, Safety and Hygiene



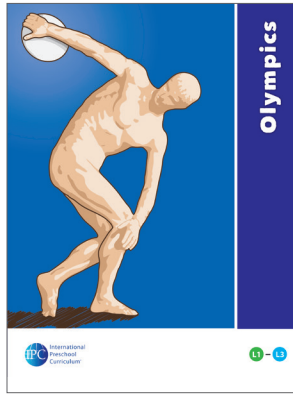
Let's go to the Zoo



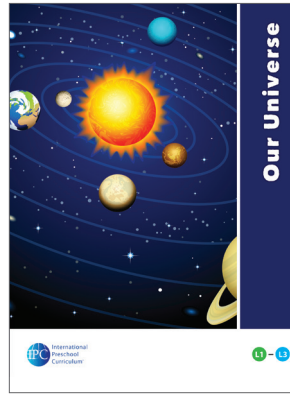
Money, Shops and Jobs



My Family



Olympics



Our Universe



Pets



Piece of Cake



Shapes and Patterns



Summer Time



Under the Sea



Who am I?

Level 1 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>1.5 Air Travel 2.2, 5.1, 6.0 Around The World 1.2 Five Senses IPC Colors Workbook</p>	<p>Colors</p> <p>All primary colors should be understood and identified. The student should be able to name primary colors with ease.</p>
<p>1.1 Air Travel 1.2,1.3,1.5 Environment 1.0 - 1.1 Five Sense 1.6 Money Shops and Jobs 1.0 - 1.3 My Family 1.3 Olympics 5.2 Summer Time 1.2 Under the Sea</p>	<p>Counting</p> <p>The student can count with one-on-one correspondence counting up to 10. The student can recognize individual numbers 1-10 and distinguish between empty and full. Some advanced L1 students can count to 15.</p>
<p>2.6 Air Travel 1.2 Around The World 1.4 Fairy Tales 2.1 Five Senses 2.1 Food and Nutrition 2.2 Olympics</p>	<p>Listening</p> <p>The student should be able to listen and take interest in stories. There should be a comprehension of instructions and a following of teacher or parent orders. The student should achieve an understanding of various sounds in daily life and be able to distinguish them. Repetition exercises to demonstrate a student's listening skills should be undertaken.</p>
<p>1.4 Around The World 8.0 Environment 6.0 Five Senses 4.4, 6.0 - 6.2 Food and Nutrition 6.0 - 6.4 Money, Shops and Jobs 5.0 My Family 6.0 Olympics</p>	<p>Motor Development</p> <p>The student should be able to identify different sensations by touching including texture and temperature. There should be active play or sports that include walking, running, hopping, skipping, jumping and basic team sports. The student should be able to concentrate on motor skills such as standing on one leg for more than 5 seconds or being able to conduct a specific movement when prompted. Students should be able to color without crossing the outer lines and use scissors, glue paste, pencils and other stationery appropriately.</p> <p>Other motor development learning outcomes include:</p> <ul style="list-style-type: none"> • Being able to build basic structures with building blocks; • Being able to draw simple pictures; • Being able to appreciate shapes, sizes and patterns used in puzzles; • Being able to match items in activities; • Being able to trace pictures well.

Level 1 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements: LEVEL 1
<p>2.0 - 3.0 Air Travel</p> <p>2.0 - 2.1 Environment</p> <p>2.1 - 2.3 Five Senses</p> <p>2.0 Food and Nutrition</p> <p>2.5 Money Shapes and Jobs</p> <p>3.0 Olympics</p> <p>Robin Phonics™ workbooks</p>	<p>Phonics</p> <p><i>Students should be able to identify sounds associated with the letters of the alphabet and begin to appreciate an understanding of how words are formed. Students should be prepared by the end of L1 to form three letter words and be able to write their name.</i></p>
<p>2.6, 2.7 Air Travel</p> <p>1.5, 2.0, 2.2 - 2.5 Five Senses</p> <p>2.1 Food and Nutrition</p> <p>2.6, 2.7 Money Shapes and Jobs</p> <p>2.1 Olympics</p> <p>3.1, 4.1, 5.1, 6.1, 7.1 Language Arts</p>	<p>Reading Preparation</p> <p><i>Students should identify each letter of the alphabet and be ready to read three letter words by the end of L1. Students should acknowledge their family members, school colleagues and teachers by name and understand the sounds associated with letters of the alphabet (see Phonics, above). The student should be able to expand his or her vocabulary in English on a daily basis and should be read to daily to ensure this is achievable. The student will understand and be able to convey the meaning of words in his or her vocabulary. The IPC also recommends that a second language is introduced in activity and tuition to ensure bilingual readiness for elementary/primary years.</i></p> <p><i>The student will be able to express him or herself verbally and develop skills to communicate thoughts and emotions with words.</i></p> <p><i>The student will acknowledge left to right reading and writing skills by completing suitable activities. Creative thinking should be sufficiently developed to be able to tell a story based on pictures.</i></p>

Level 1 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements: LEVEL 1
<p>1.0 - 2.0 Around the World</p> <p>3.0,4.0 Environment</p> <p>3.0 - 3.1 Five Senses</p> <p>3.0 - 3.3 Food and Nutrition</p> <p>6.1 My Family</p> <p>3.0 - 3.2 Olympics</p>	<p>Social Development</p> <p><i>The curriculum should achieve an outcome that ensures the student's safety and social wellbeing. In order for a student to develop socially, he or she should be able to feel comfortable being apart from his or her parents or primary guardian for a few hours everyday. It is intended that the student be able to converse with others and understand the importance of discussing issues that directly affect him or her with teachers or an adult in an emergency situation. The student should know his or hers address. Some other important social development skills to be achieved by the end of Preschool Stage 1 include:</i></p> <ul style="list-style-type: none"> • <i>Be fully potty trained and be able to comfortably use a toilet;</i> • <i>Be able to brush his or her own teeth;</i> • <i>Be able to understand basic hygiene including bathing and using handkerchiefs properly;</i> • <i>Be able to work as a team or individually;</i> • <i>Learns self-confidence;</i> • <i>Conducts him or herself in an appropriate and self-managed manner;</i> • <i>Understands pedestrian safety and how to cross a road;</i> • <i>Respects adults and authority.</i>
<p>1.2 - 1.9 Air Travel</p> <p>1.3 Around The World</p> <p>1.4 Environment</p> <p>1.4 Food and Nutrition</p> <p>1.6 Olympics</p> <p>1.2 - 1.4 Shapes and Patterns</p> <p>1.4 Under The Sea</p>	<p>Size and Measurement</p> <p><i>The student is able to distinguish sizes of notable difference with ease. There should be an understanding of small as opposed to big and long as opposed to short. Understanding sizes by use of shapes, objects and printed materials</i></p>

Level 2 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>1.5 Air Travel 2.2, 5.1, 6.0 Around the World 1.2 Five Senses</p>	<p>Colors</p> <p>Primary colors will be revised and an introduction to secondary colors as well as the process of blending colors will be explored and understood.</p>
<p>1.1 Air Travel 1.2, 1.3, 1.5 Environment 1.0 - 1.1 Five Senses 1.6 Money Shops and Jobs 1.0 - 1.3 My Family 1.3 Olympics 5.2 Summer Time 1.2 Under the Sea</p>	<p>Counting</p> <p>The student can count to 20 with ease. Advanced L2 students will count beyond 20. Students will understand tens and units and advanced students will be able to count in sets of tens. The concept of more or less will be explored in detail and students will be able to distinguish which double digit number is more or less or the same.</p>
<p>2.6 Air Travel 1.2 Around The World 1.4 Fairy Tales 2.1 Five Senses 2.1 Food and Nutrition 2.2 Olympics</p>	<p>Listening</p> <p>The student should be able to take an interest in fiction and non-fiction stories on a variety of topics. The student will listen and take action on simple teacher commands.</p>
<p>1.4 Around The World 8.0 Environment 6.0 Five Senses 4.4, 6.0 - 6.2 Food and Nutrition 6.0 - 6.4 Money, Shops and Jobs 5.0 My Family 6.0 Olympics</p>	<p>Motor Development</p> <p>There should be active play or sports that include walking, running, hopping, skipping, jumping, swinging and climbing with ease. The student will understand the rules of team sports and participate. Students should be able to participate in activities utilizing tools and utensils correctly and refine other fine motor skills used on a daily basis such as the use of a fork and spoon.</p> <p>Other motor development learning outcomes include:</p> <ul style="list-style-type: none"> • Stack 10 or more blocks • Stand on one leg for more than 9 seconds • Walk forwards and backwards with ease
<p>2.0 - 3.0 Air Travel 2.0, 2.1 Environment 2.1 - 2.3 Five Senses 2.0 Food and Nutrition 2.5 Money Shapes and Jobs 3.0 Olympics Robin Phonics™ workbooks</p>	<p>Phonics</p> <p>Students will revise letters of the alphabet and recognize letter sounds. Students will be able to identify more difficult letter sounds such as "l". Advanced students may be able recognize word ending sounds such as "ch".</p> <p>Most basic 3 letter words should be easily segmented and basic blending for many of the same words should be possible. Some 4 and 5 letter words can be segmented and blended.</p>

Level 2 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>2.6, 2.7 Air Travel</p> <p>1.5, 2.0, 2.2 - 2.5 Five Senses</p> <p>2.1 Food and Nutrition</p> <p>2.6, 2.7 Money Shops and Jobs</p> <p>2.1 Olympics</p> <p>3.1, 4.1, 5.1, 6.1, 7.1 Language Arts</p>	<p>Reading Preparation and Language (including second language)</p> <p>The student will be able to pronounce each letter of the alphabet properly and recognize letters in their written form. The student will begin to be able to write short words based on their understanding of phonics and segmentation/interpretation.</p> <p>The student is exposed to short stories and songs in a second language and has a basic second language vocabulary. The student appreciates poetry, storytelling and basic forms of literature. There is evidence of strong communication skills including verbal expression of emotions. Students are able to paraphrase and memorize short sentences with ease and can make sentences of their own using correct language, tense and structure. Students are capable of being easily corrected of speech mistakes and memorizing correct language use. There will be creative image perception and a visual understanding of what is being said.</p> <p>Students will be able to count to 10 in a second language.*</p> <p>*This is a minimum requirement only and by no means reflects or replaces more effective language immersion models practiced in many bilingual preschools.</p>
<p>1.2 - 1.9 Air Travel</p> <p>1.3 Around The World</p> <p>1.4 Environment</p> <p>1.4 Food and Nutrition</p> <p>1.6 Olympics</p> <p>1.2, 1.3, 1.4 Shapes and Patterns</p> <p>1.4 Under The Sea</p>	<p>Size, Measurement, Problem Solving, Sequential Patterning</p> <p>Students will be able to make basic estimates. There will be an understanding of denominations of money. The student will be able to solve basic sums of addition and subtraction. Patterns and sequences will be easily identifiable.</p>
<p>1.0 - 2.0 Around the World</p> <p>3.0, 4.0 Environment</p> <p>3.0, 3.1 Five Senses</p> <p>3.0 - 3.3 Food and Nutrition</p> <p>6.1 My Family</p> <p>3.0 - 3.2 Olympics</p>	<p>Social Development</p> <p>The student recognizes the importance of self-respect, confidence and interpersonal skills. The student respects others and recognizes authority figures such as adults, teachers and parents. There will be an understanding of cultural and religious diversity and evidence that the student is capable of being a team member or conduct tasks in an individual capacity when promoted. The student will be aware of responsibilities in the school, home, local community and the world. An understanding of basic commerce, money and jobs will be achieved. The student will help at school and the home in clearing up toys, books and similar items after use. There will be an understanding of holidays, traditions and customs of the student's native culture and of other cultures.</p>

Level 3 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>1.6 Air Travel</p> <p>1.3 Five Senses</p> <p>1.3 Food and Nutrition</p> <p>1.3, 1.7 Money Shops and Jobs</p> <p>1.0 Under The Sea</p> <p>IPC Math Workbook</p>	<p>Algebraic Processes</p> <p>An understanding that addition is adding to and subtraction is taking away from. Students are expected to explain and continue patterns such as “●●▶▶●●”</p>
<p>1.5 Air Travel</p> <p>2.2, 5.1, 6 Around The World</p> <p>1.2 Five Senses</p>	<p>Colors</p> <p>Primary colors will be revised and an introduction to secondary colors as well as the process of blending colors will be explored and understood.</p>
<p>1.9 Air Travel</p> <p>1.3, 2.2, 3.2, 6.2, 7.2 Around The World</p> <p>1.2,1.3,1.5 Environment</p> <p>1.0 - 1.1 Five Senses</p> <p>1.6 Money Shops and Jobs</p> <p>1-1.3 My Family</p> <p>1.3 Olympics</p> <p>2.0 Our Universe</p> <p>5.2 Summer Time</p> <p>1.2 Under the Sea</p>	<p>Counting</p> <p>L3 students will reinforce place value for numbers 11-20. Numbers up to 100 will be introduced. Knowledge of number placement will be understood for easy comparison. (e.g., 20 is less than 30)</p>
<p>1.4 Money, Shops and Jobs</p>	<p>Economics</p> <p>Reinforcement of L2 social development indicators that focus on economics. By the end of L3 students will be able to understand and recognize the uses of money. Students will be familiar with the concept of employment such as common jobs, community helpers etc.</p>
<p>IPC® Thematic Unit: Around The World</p> <p>IPC® Thematic Unit: Air Travel</p> <p>IPC® Thematic Unit: Olympics</p> <p>4. Who Am I?</p>	<p>Geography</p> <p>L3 students will have an awareness of their own country's traditions, culture and foods. L3 students will also have an exposure and understanding of how people live in other countries such as their language, food, clothing and traditions. At least three countries should be identified on a map.</p>

Level 3 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>1.7 Air Travel 7.2 Around The World 1.4 Five Senses 1.0 - 1.2 Olympics 2.1 Our Universe 1.0 - 1.3, 1.6 Shapes and Patterns IPC Shapes and Patterns Workbook</p>	<p>Geometry</p> <p>A review of L1 and L2 shape study. L3 students will be able to identify and describe shapes as well as compare and create them.</p>
<p>2.1,2.4 Senses 2.6 Air Travel 1.2 Around The World 1.4 Fairy Tales 2.1 Food and Nutrition 2.2 Olympics 3.0 - 3.3 Under The Sea</p>	<p>Listening</p> <p>The L3 student will be able to listen and recollect sounds and storyline in sequence. Proof of sequential listening includes being able to repeat words, letters or sounds in the correct sequence.</p>
<p>1.4, 2.2, 6.3, 7.3 Around The World 8.0 Environment 6.0 Five Senses 4.4, 6.0 - 6.2 Food and Nutrition 6.0 - 6.4 Money, Shops and Jobs 5 My Family 6 Olympics</p>	<p>Motor Development</p> <p>The student will be able to demonstrate locomotor (walking, running, hopping, skipping) movements as well as non-locomotor (pulling, pushing, stretching, twisting) movements with ease. The student will be able to participate in team sports and kick a moving ball. The student will be able to walk and balance on a balancing beam. The student will balance on one foot for approximately 10 seconds.</p>
<p>1.2, 1.3, 1.6 Air Travel 1.3 Around The World 1.4 Environment 1.1, 1.3 Five Sense 1.4 Food and Nutrition 1.0 Money Shops and Jobs 1.6 Olympics 1.3 Who Am I? 1.2 - 1.4 Shapes and Patterns 1.4 Under The Sea IPC Numbers Workbook</p>	<p>Numbers and Quantitative Problem Solving</p> <p>In L3 numbers are a primary focus over other numeracy and math areas. The representation, operation and relation numbers have will be understood. Quantitative problems will be solved with written numbers such that represent objects but eventually by equation (e.g. $2 + 3 = 5$ and $5 - 3 = 2$). L3 students will be exposed to simple equations and more advanced students will be able to solve simple equations by writing them.</p>

Level 3 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>2.0 - 3.0 Air Travel</p> <p>2.0, 2.1 Environment</p> <p>2.0 - 2.3 Five Senses</p> <p>1 Food and Nutrition</p> <p>2.5 Money Shapes and Jobs</p> <p>2.0 Olympics</p> <p>Robin Phonics™ workbooks</p>	<p>Phonics</p> <p><i>Understand and grasp phonemes and spoken words and syllables. Students will be able to identify spoken words separately and count the number of words in a short spoken sentence. Students will identify and segregate initial, medial and ending phonemes in some consonant-vowel-consonant words (CVC), not including CVC words ending in i,r, or x. High frequency words will be easily recollected from sight. Simple sight words that are expected to be learned by the end of level 3 include: she, he, I, it, of. L3 students will be able to replace the beginning phonemes of simple words to form new words. E.g. cat, hat, bat, sat etc.</i></p>
<p>2.6, 2.7 Money Shapes and Jobs</p> <p>2.3 Five Senses</p> <p>2.1 Food and Nutrition</p> <p>2.1 Olympics</p> <p>1.5,2,2.3 5 Senses</p> <p>2.2,2.4,2.5 5 Senses</p> <p>2.6, 2.7 Air Travel</p> <p>3.1, 4.1, 5.1, 6.1, 7.1 Language Arts</p>	<p>Reading Preparation and Language</p> <p><i>L3 students will identify the core aspects of a book such as its covers, author, title, and page numbers. Students will be able recognize that sentences are made up of distinct words and follow words in sentences from left to right. Some students will understand that capital letters are used to start new sentences and recognize basic punctuation such as periods and question marks.</i></p>
<p>1.0 - 2.0, 5.3 Around the World</p> <p>3.0 - 3.1 Five Senses</p> <p>3 - 3.3 Food and Nutrition</p> <p>6.1 My Family</p> <p>3 - 3.2 Olympics</p> <p>3.0, 4.0 Environment</p>	<p>Self Development</p> <p><i>L3 students will refine L2 skills and participate in activities that promote the development of interaction skills. The importance and practice of caring for oneself will be developed further with an understanding of hygiene, an ability to identify hazards and know who to contact in an emergency. Students will know their address, phone number, name and name of parents and/or guardians.</i></p>
<p>1.4,1.8 Air Travel</p> <p>1.4 Environment</p> <p>1.2 Five Senses</p> <p>1.4 Food and Nutrition</p> <p>1.4, 1.5 Money, Shops and Jobs</p> <p>1.5,1.6 Olympics</p> <p>1.1 Who Am I?</p>	<p>Size and Measurement, Time and Money</p> <p><i>L3 students will be able compare measurable attributes and categorize objects in accordance with size. Students will be able to compare atypical units of measurement such as fingers, crayons, blocks etc. By the end of L3 students will have identified days of the week and months of the year. A revision and understanding of units of money.</i></p>