

### Basis FIE in Relation to K-2 Curricula (Common Core)

FIE, Basic Instrument	Subject Area Content
<b>Organization of Dots</b> Kindergarten	Children learn the characteristics of the shapes and the conservation of their properties regardless of spatial transformations, and develop fine motor skills that are involved in drawing them. <b>Explicitly connected to mathematics (geometry).</b>
<b>From Units to Groups</b> Kindergarten	Offers the basis for understanding the four mathematical operations. <b>Explicitly connected to mathematics (number sense)</b>
<b>Identifying Emotions*</b> Kindergarten	The intensively verbal discussions facilitate children’s ability to articulate their thoughts using newly acquired vocabulary and proper verbal communication skills. <b>Explicitly connected to language arts (vocabulary development, verbal communication skills).</b>
<b>Learn to Ask Questions for Reading Comprehension</b> Grade 1	Develops the cognitive functions associated with analyzing a written plot, summarizing, and prediction how plots may unfold. <b>Explicitly connected to language arts (vocabulary, development, verbal communication skills).</b>
<b>From Empathy to Action*</b> Grade 1	The intensively verbal discussions facilitate children’s ability to articulate their thoughts using newly acquired vocabulary and proper verbal communication skills. <b>Explicitly connected to language arts (vocabulary development, verbal communication skills).</b>
<b>Compare &amp; Discover the Absurd</b> Grade 1	Designed to facilitate children’s comparative behavior by such criteria as size, shape, direction, number and quantity, weight, age, and function. The intensively verbal discussions facilitate children’s ability to articulate their thoughts using newly acquired vocabulary and proper verbal communication skills. <b>Explicitly connected to science and language arts.</b>
<b>Orientation in Space</b> Grade 1	Focuses on the development of spatial concepts and their use in describing relationships among objects in space. <b>Explicitly connected to math (geometry) and language arts (listening, verbal communication skills).</b>
<b>Learning to Prevent Violence*</b> Grade 2	While focusing on the development self-regulation, reasoning, and panning behavior the students are engaged in discussions about social conflicts and bullying. The intensively verbal discussions facilitate children’s ability to articulate their thoughts using newly acquired vocabulary and proper verbal communication skills. <b>Explicitly connected to language arts (verbal communication skills).</b>
<b>Know &amp; Identify</b> Grade 2	Students learn about, compare and group objects by explicit and salient characteristics and by functional attributes. <b>Explicitly connected to science.</b>
<b>Tri-Channel Attention Learning</b> Grade 2	Students learn to explore systematically the characteristics of shapes (squares, circles, triangles, various polygons, segmented irregular forms with elements to be counted, sequenced, etc.) <b>Explicitly connected to mathematics (geometry).</b>

\* The K-2 curricula often indicates the importance of a special focus on social emotional development