Kindergarten Program of Inquiry & Curriculum Map
PY 2025–2026

Trimester 1	
Theme (Transdisciplinary Theme)	
Who We Are	
Central Idea	
Friendships help us build a caring and respectful school community.	
In this unit we will…	
What makes a good friend? How we show care and respect in our school community. How our actions affect others.	
ELA	Module 1 **Conceptual Understanding:** Friendship and new experiences help us learn and grow. **Knowledge:** Understanding relationships and emotions, learning about friends, school, and community interactions. **Skills:** • Phonological awareness (rhyming, blending, segmenting) • Short a, i, o, u, e vowel phonics • Story structure, characters, author's purpose

	• Oral storytelling → written narrative development • Grammar: nouns, verbs, capitalization Module 2 – My Family, My Community **Conceptual Understanding:** Families and communities have unique features and work together. **Knowledge:** Community helpers, neighborhoods, jobs, differences and similarities between places. **Skills:** • Phonics: Floss rule, digraph ck, word families • Reading: setting, text features, content-area words • Writing: descriptive essays about places • Grammar: adjectives, articles, complete sentences
Math	Chapters 1 and 2 **Conceptual Understanding:** Numbers represent quantities that can be counted, compared, and composed/decomposed. The same number can be shown in different ways (objects, numerals, words, ten-frames). A number bond shows the relationship between a whole and its parts. Numbers can be made up of smaller numbers in different combinations. **Knowledge:** • Number names and symbols for 1–10. • How to represent quantities up to 10 using objects, drawings, and ten-frames.

- How to make and interpret number bonds within 10.
- Comparison symbols and vocabulary (greater than, less than, equal to).

Skills:

- Count groups of objects up to 10 accurately.
- Read and write numerals and number words 1–10.
- Represent numbers on a ten-frame.
- Use number bonds to make numbers within 10.
- Compare numbers within 10 using visual and symbolic representations.

Chapter 3: Addition to 10 and Story Problems

Conceptual Understanding: Addition means putting together or joining parts to make a whole. The equal sign shows a relationship of balance between two quantities. There are different strategies to add (e.g., using number bonds, counting on).

Knowledge:

- Addition facts within 10.
- Meanings of addition and equal symbols (+, =).
- Structure of addition stories and equations.
- Different strategies for solving addition problems (number bonds, counting on, using objects).

Skills:

- Represent and solve addition problems within 10.

	• Use number bonds and counting on to find sums. • Write and interpret addition equations. • Demonstrate fluency in addition within 10. Chapter 4: Subtraction to 10 and Story Problems **Conceptual Understanding:** Subtraction means taking apart or taking away from a whole. Subtraction and addition are inverse operations. The equal sign represents a relationship between two expressions. **Knowledge:** • Subtraction facts within 10. • Meaning of subtraction and related symbols (−, =). • Story structure of subtraction problems. • Relationship between addition and subtraction. **Skills:** • Represent and solve subtraction problems within 10. • Use number bonds and counting back to find differences. • Write and interpret subtraction equations. • Demonstrate fluency in subtraction within 10.
UOI	**Conceptual Understanding:** Students understand that communities work well when individuals care for one another, follow shared expectations, collaborate, and use inquiry and problem-solving to support the common good.

	Knowledge: Students know the rights and responsibilities of community members, the purpose of rules, the roles people play in maintaining a positive environment, and key vocabulary related to identity, collaboration, questioning, evidence, and communication. **Skills:** Students can be active community members by following expectations, engaging in problem-solving, asking meaningful questions, working collaboratively, gathering evidence, and presenting their ideas clearly.
Performing Arts	**Conceptual Understanding:** Music and drama can express ideas about who we are as a community. **Knowledge:** Songs, rhythms, and stories related to community. **Skills:** Singing, role-playing, and performing for an audience.
Art	**Conceptual Understanding:** Art helps us represent and celebrate our communities. Domed Buildings from around the world. **Knowledge:** • Shapes, colors, and symbols in art. • Abstract painting with shapes and line • Dot lessons about being a supportive community member and expressive artist. • Comparing the Taj Mahal, St. Basil's Cathedral, Blue Mosque, Duomo and La Sagrada Familia as important buildings. **Skills:** Drawing, painting, and designing their own domed building acting as an architect.

PE	**Conceptual Understanding:** Physical activity builds teamwork and personal responsibility. **Knowledge:** Rules and strategies of group games. **Skills:** Cooperation, coordination, and fair play.
Spanish	**Conceptual Understanding:** Language connects people within and across communities. **Knowledge:** Vocabulary about greetings, high frequency words, alphabet, feelings and colors. **Skills:** Spanish phonetics, alphabet, speaking simple phrases, basic greetings and listening comprehension.
Science	**Conceptual Understanding:** Students understand that who we are is shaped by our physical traits, thoughts, emotions, choices, and the environments in which we live. Communities develop and function based on the natural conditions around them, and scientific inquiry helps us understand both ourselves and the world. **Knowledge:** Students know that identity includes visible and invisible traits; that natural environments (habitats, weather, resources) influence how communities form; and that discoveries, innovations, and scientific evidence shape human understanding. They also learn key concepts such as cause and effect, observable vs. invisible systems (e.g., germs, emotions), and how natural processes impact human decisions. **Skills:** Students can ask meaningful scientific questions, observe and gather data, compare and interpret evidence (such as results of handwashing), analyze cause and effect between choices and impact, evaluate how discoveries influenced societies, apply scientific knowledge to real-world contexts (e.g., how natural processes affect migration), take care of shared spaces

	responsibly, and collect information from primary and secondary sources such as maps, fossils, and scientific records.
Library	This year, library sessions have been adjusted to 20 minutes. Each visit includes a read-aloud to nurture a love of stories and model fluent reading. Depending on the text and time available, students may also engage in brief comprehension discussions to support understanding and inquiry. After the read-aloud, students browse, select, and check out books independently. During these sessions, students also: • Learn how the library is organized to support independent inquiry. • Practice routines that help maintain a respectful, shared learning environment. • Take ownership of their book choices and build responsibility by checking out and returning materials on time.

Trimester 1/2 (October 6th- November 7th)
Theme (Transdisciplinary Theme)
How We Express Ourselves
Central Idea
People express identity and traditions through cultural celebrations, stories, and music.
In this unit we will...
Explore celebrations from other countries. Learn about music and sound from other cultures. Identify personal history through timelines.

ELA	Module 2 – My Family, My Community **Conceptual Understanding:** Families and communities have unique features and work together. **Knowledge:** Community helpers, neighborhoods, and jobs. Differences and similarities between places. **Skills:** • Phonics: Floss rule, digraph ck, word families • Reading: setting, text features, content-area words • Writing: descriptive essays about places • Grammar: adjectives, articles, complete sentences Module 3 – Amazing Animals **Conceptual Understanding:** Animals have body structures that help them survive. **Knowledge:** Animal characteristics, habitats, and adaptations **Skills:** • Phonics: digraphs sh, wh, ch, th, ng • Reading: text organization, sequencing, story structure • Writing: research essays (informational) • Grammar: sentences, statements, plurals
Math	Chapter 4 (Week 2): Subtraction within 10

Conceptual Understanding:

- Subtraction represents taking apart or taking away from a whole. Subtraction can be shown through various strategies such as counting back or using number bonds. Zero represents “none taken away” and does not change the total.
- Addition and subtraction are related and inverse operations.
- Word problems connect mathematical operations to real-world situations.

Knowledge:

- Meaning and function of subtraction (−) and equal (=) symbols. Subtraction facts within 10 and related addition facts.
- Number bond relationships showing parts and wholes.
- The concept of zero in subtraction.
- Structure and vocabulary of subtraction and mixed operation story problems.

Skills:

- Solve subtraction problems using concrete objects, drawings, and symbols.
- Use the “counting back” strategy to find differences.
- Represent and solve subtraction problems with zero.
- Use number bonds to model subtraction relationships.
- Create and solve addition and subtraction story problems.
- Demonstrate fluency with subtraction facts within 10.
- Connect addition and subtraction strategies to solve mixed problems.

Chapter 5: Numbers to 20

Conceptual Understanding:

- Numbers are composed of tens and ones (place value).
- Numbers can be ordered and compared based on their value.
- Addition and subtraction relationships extend beyond 10.
- Tens and ones help structure our number system and support computation.

Knowledge:

- Number names, numerals, and quantities up to 20.
- Concepts of tens and ones in two-digit numbers.
- Comparison vocabulary and symbols (>, <, =).
- Strategies for adding and subtracting numbers within 20.
- Order and sequence of numbers on a number line up to 20.

Skills:

- Count, read, and write numbers up to 20.
- Group objects to show tens and ones.
- Add and subtract within 20 using strategies (counting on, number bonds, decomposing).
- Compare and order numbers up to 20.
- Represent and solve problems using symbols and models.
- Demonstrate understanding of tens and ones when adding or subtracting.

Chapter 8: Shapes

Conceptual Understanding:

	• Shapes have defining attributes (sides, corners, faces) that help classify them. • Flat (2D) and solid (3D) shapes exist in the world around us. • Shapes can be grouped, sorted, and combined to make new shapes. • Geometry connects to spatial reasoning and problem solving. **Knowledge:** • Names and properties of flat shapes (circle, square, triangle, rectangle) and solid shapes (cube, sphere, cone, cylinder). • Vocabulary describing shapes: sides, corners, faces, edges. • Ways to sort shapes by attributes (size, color, number of sides). How shapes can be composed or decomposed to form new ones. **Skills:** • Identify, describe, and classify flat and solid shapes. • Group and sort shapes according to shared attributes. • Compare and contrast shapes using defining features. • Construct and draw simple shapes. • Combine shapes to form new shapes or patterns. • Recognize shapes in real-world contexts.
UOI	**Conceptual Understanding:** Students understand that cultures express themselves in diverse ways, including through celebrations, traditions, and music. They also recognize that sound helps people communicate across distances and that scientists observe patterns in the natural world to understand how information is transferred. **Knowledge:** Students know that families have past and future timelines, that cultures use different musical instruments, and that sound is created by vibrations and travels in waves. They

	also learn that technology (such as phones, laptops, or speakers) uses sound to transfer information across distances. **Skills:** Students can observe like scientists, identify and compare cultural traditions, recognize and describe sound waves, explore tools used to communicate over distance, and connect past and present family events on a timeline. They can also explain simple patterns in how sound and technology help people share information.
Performing Arts	**Conceptual Understanding:** Students understand that the performing arts are expressions of culture, identity, and history, and that acting, music, and storytelling allow people to share who they are and connect with others across time and place. **Knowledge:** Students know that different cultures express themselves through music, dance, and performance; that theater has a historical timeline with early forms of storytelling; and that rehearsing lines and songs is part of preparing for a performance. **Skills:** Students can learn and rehearse songs and dialogue, role-play characters, make connections between their cultural heritage and the performing arts, and recognize simple elements of theater history. They can also express themselves through acting, movement, and collaborative performance.
Art	**Conceptual Understanding:** Students understand that art reflects the time, place, and community in which it is created, and that artists use visual elements to express ideas from the past, present, and imagined futures. **Knowledge:** Students know that cave paintings represent early forms of human expression, that communities can be depicted through drawing, painting, and design, and that artworks can be grouped into categories based on their features. They also explore how facial expressions communicate emotions and how artists imagine future worlds (e.g., futuristic robots).

	Skills: Students can compare artworks from different time periods, design and create community-themed projects, depict emotions through facial expression in art, sort artworks into categories, and use drawing, painting, printing (pumpkin prints), and collage techniques to express ideas from both the past and the future.
PE	**Conceptual Understanding:** • We can communicate emotions (happy, sad, excited, scared) through body movement. • Music, rhythm, tempo, and stories can inspire different kinds of movement. • People from different places express themselves through dance, games, and physical activities. • Movement can be creative, there is no single "right" way to express an idea. • Our bodies can show who we are and how we feel. **Knowledge:** • Basic expressive movement ideas: big/small, fast/slow, smooth/sharp. • What different types of music change how we move. • That dance and movement can come from different cultures. • Basic movement vocabulary: freeze, pose, rhythm, beat, levels (high/middle/low). • How to safely use space during expressive activities. **Skills:** • Moving to different tempos, rhythms, and sounds. • Creating shapes and poses to show feelings or characters. • Imitating animals, weather, or story elements through movement. • Using different levels, pathways, speed, and energy. • Locomotor: skipping, hopping, sliding, galloping to music. • Non-locomotor: stretching, twisting, balancing in creative poses.

	• Coordination skills when using scarves, ribbons, or simple props.
Spanish	**Conceptual Understanding:** Language connects people within and across communities. Learning about cultural relevance and knowledge ie. Hispanic heritage month, holidays, Día de los Muertos, and learning about the Spanish-speaking countries. **Knowledge:** Vocabulary about greetings, feelings and colors, **Skills:** Spanish phonetics, alphabet, speaking simple phrases, basic greetings and listening comprehension. How to say simple sentences.
Science	**Conceptual Understanding:** Students understand that the environment shapes how communities are formed, how people live, and how societies evolve over time. They recognize that caring for the environment supports the well-being of everyone and that scientific discoveries change how humans understand the world. **Knowledge:** Students know that local habitats, weather, and natural resources influence settlement and community structure; that natural processes such as erosion, climate, and adaptation affect human choices; and that scientific discoveries, as well as parent–offspring behavior patterns, provide evidence that helps explain how living things survive. They also learn the importance of reflecting on how their actions impact others and the environment. **Skills:** Students can ask meaningful scientific questions, analyze cause and effect between choices and environmental impact, evaluate how discoveries and innovations influence societies, gather information from primary and secondary sources (maps, fossils, scientific records), interpret scientific evidence, apply knowledge of natural processes to real-world contexts (such as migration or settlement), and take care of shared spaces responsibly. They also practice being reflective by considering how their actions affect their community and environment.
Library	This year, library sessions have been adjusted to 20 minutes. Each visit includes a read-aloud to nurture a love of stories and model fluent reading. Depending on the text and time available,

	students may also engage in brief comprehension discussions to support understanding and inquiry. After the read-aloud, students browse, select, and check out books independently. During these sessions, students also: • Learn how the library is organized to support independent inquiry. • Practice routines that help maintain a respectful, shared learning environment. • Take ownership of their book choices and build responsibility by checking out and returning materials on time.

Trimester 2 (October 27th- December 19th)	
Theme (Transdisciplinary Theme)	
Where We Are In Place And Time	
Central Idea	
Communities, Heritage, Culture and Environment	
In this unit we will…	
Explore communities, learning about their development and changes Explore roles of people in the community Learn about the geography of our community	
ELA	Module 3 – Amazing Animals **Conceptual Understanding:** Animals have body structures that help them survive. **Knowledge:** Animal characteristics, habitats, and adaptations **Skills:**

	• Phonics: digraphs sh, wh, ch, th, ng • Reading: text organization, sequencing, story structure • Writing: research essays (informational) • Grammar: sentences, statements, plurals Module 4 – Better Together **Conceptual Understanding:** Citizenship and teamwork help communities thrive. **Knowledge:** Cooperation, fairness, rules, and respect **Skills:** • Phonics: blends, contractions, syllables • Reading: central idea, theme, connections • Writing: procedural/how-to texts • Grammar: prepositions, nouns, commands
Math	Chapter 6: Addition to 20 **Conceptual Understanding:** • Addition combines parts to form a whole. • Numbers can be broken apart (decomposed) and put together (composed) to make addition easier. • The strategy of “making 10” helps simplify addition and develop number sense. • There are multiple strategies to solve addition problems within 20. • Fluency in basic facts supports problem solving and understanding of higher operations.

Knowledge:

- Addition facts and combinations within 20.
- The strategy of making 10 to add (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14).
- Use of number bonds and place value concepts when adding.
- Properties of addition (commutative property, part-whole relationships).
- Understanding of equations using addition and equal symbols.

Skills:

- Use the “make 10” strategy to add efficiently.
- Apply different strategies (counting on, doubles, near doubles, decomposing) to find sums within 20.
- Represent addition problems using objects, drawings, and symbols.
- Demonstrate fluency with addition facts within 20.
- Write and interpret addition equations to show relationships between numbers.
- Use reasoning to choose efficient strategies when solving problems.

Chapter 9: Ordinal Numbers (Naming Positions)

Conceptual Understanding:

- Numbers can describe order and position, not just quantity.
- The position of an object can be identified relative to others.
- Ordinal numbers help organize and describe sequence in real-world contexts.

Knowledge:

	• Ordinal number names and sequence (first, second, third, ..., tenth). • Relationship between ordinal and cardinal numbers (order vs. quantity). • Vocabulary for describing position (before, after, between, next to, last). • Representation of positions in lines, rows, and groups. **Skills:** • Identify and name ordinal positions accurately (1st–10th). • Use ordinal terms to describe order and sequence of objects or events. • Match ordinal numbers to corresponding positions. • Apply ordinal number knowledge in everyday contexts (races, calendar order, line-up activities). • Read and write ordinal words and symbols correctly.
UOI	**Conceptual Understanding:** Students understand that communities are shaped by the people who contribute to them, the histories families carry, and the geographical environments they live in. They recognize that past events, cultural traditions, and Earth's features all influence how communities grow and function. **Knowledge:** Students know about community helpers and their roles, home cultures and traditions, family history and past events, and basic concepts in geography and Earth science such as landforms, environments, and how places influence how people live. **Skills:** Students can describe and compare family histories and cultural traditions, identify community helpers and their contributions, explore maps and geographic features, and make connections between Earth's environments and community life. They can also use simple inquiry skills to extend understanding in history, geography, and Earth science.

Performing Arts	**Conceptual Understanding:** Music and drama can express ideas about who we are as a community. **Knowledge:** Songs, rhythms, and stories related to community. History of how drama has changed over time. What their culture is and how that relates to performing arts. Role-playing community helpers with the elements of drama. **Skills:** Singing, dancing, role-playing, and performing for an audience.
Art	**Conceptual Understanding:** Art helps us represent and celebrate our communities. Understanding how to sort different art based on color, where and when it was made. **Knowledge:** Shapes, colors, and symbols in art. Where to find important information about an artwork (artist, date made and location.) Students will learn about different important buildings like Antoni Gaudi's La Sagrada Familia and compare buildings from around the world. They will learn about different petroglyphs and cave paintings from around the world and compare them to create their own cave inspired drawing. **Skills:** Drawing, painting, and creating culturally relevent artworks. Students will sort famous artwork based on color, artist and date made. Students will draw a domed building based on step-by-step instructions from their culture or a culture they are interested in (The Taj Mahal, Blue Mosque, Duomo, etc.) Students will learn how to transfer the original cave drawings onto their own artwork using carbon transfer paper.

PE	**Conceptual Understanding:** • We can move our bodies in different ways to explore space around us. • People in different places use movement, games, and play to express culture and traditions. • Movements have purposes (traveling, balancing, avoiding, reaching). **Knowledge:** • Basic movement words (run, hop, jump, roll, skip, slide, crawl). • How to identify personal space vs. shared space. • Games and dances can come from different cultures and places. • Simple safety rules in P.E., such as looking where they are going and using equipment safely. • How to follow sequences (move, stop, change direction). **Skills:** • Locomotor: walking, running, hopping, jumping, sliding, galloping. • Non-locomotor: bending, stretching, twisting, balancing. • Spatial awareness: moving safely around others, changing levels and directions. • Exploring pathways: straight, curved, zigzag. • Exploring levels: high, medium, low. • Exploring movements like animals or objects from different places and times. • Sharing equipment. • Taking turns in games. • Cooperating with partners and small groups.
Spanish	**Conceptual Understanding:** Language connects people within and across communities. Learning about cultural relevance and knowledge ie. holidays, Día de los Muertos, Navidad, los posadas and learning about the Spanish-speaking countries.

	Knowledge: Vocabulary about greetings, feelings and colors, Spanish-speaking countries and community helpers and roles **Skills:** Spanish phonetics, alphabet, speaking simple phrases, basic greetings and listening comprehension. How to say simple sentences.
Science	**Conceptual Understanding:** Students understand that the environment shapes how communities are built and how they function. They also recognize that caring for the environment supports the well-being of everyone, and that scientific discoveries influence how people understand the world and make decisions. **Knowledge:** Students know about local habitats, weather, and natural resources; how natural processes such as erosion, climate, and adaptation influence human choices; and how parent–offspring behavior patterns support survival. They also understand that exploration and innovation have historically impacted societies and that environments affect how people live, settle, and interact. **Skills:** Students can analyze cause and effect between choices and environmental impact, take care of shared spaces responsibly, evaluate how discoveries and innovations influence societies, and apply scientific knowledge to contexts such as migration and settlement. They can formulate scientific questions, gather evidence from primary and secondary sources (maps, fossils, scientific records), interpret information, and reflect on how their actions affect others and the environment.
Library	This year, library sessions have been adjusted to 20 minutes. Each visit includes a read-aloud to nurture a love of stories and model fluent reading. Depending on the text and time available, students may also engage in brief comprehension discussions to support understanding and inquiry. After the read-aloud, students browse, select, and check out books independently. During these sessions, students also:

	• Learn how the library is organized to support independent inquiry. • Practice routines that help maintain a respectful, shared learning environment. • Take ownership of their book choices and build responsibility by checking out and returning materials on time.

Trimester 2-3 Jan 5- Mar 20	
Theme (Transdisciplinary Theme)	
How The World Works	
Central Idea	
Patterns, cycles, and systems help us understand how the world works.	
In this unit we will…	
Learn about the natural cycles of day and night. Notice patterns in the night sky Explore the system of the solar system and our place in the solar system Explore the changes in nature and how it affects us. Learn about how are light and dark, the Sun, Earth and moon connected Explore needs and wants in our Earth system. Consider needs for goods and services	
ELA	Module 5 – Now You See It, Now You Don't **Conceptual Understanding:** Light, dark, and movement follow natural patterns. **Knowledge:** Day/night, shadows, and seasonal cycles

Skills:

- Phonics: long vowels (VCe patterns)
- Reading: inferencing, predicting, theme
- Writing: imaginative stories
- Grammar: verbs, tenses, subject-verb agreement

Module 6 – Celebrate America

Conceptual Understanding: Symbols, monuments, and celebrations express American values.

Knowledge: U.S. holidays, monuments, and patriotic symbols

Skills:

- Phonics: soft c and g, vowel patterns
- Reading: point of view, evaluate ideas, text features
- Writing: opinion essays
- Grammar: questions, capitalization, dates

Module 7 – The Big Outdoors

Conceptual Understanding: Nature follows cycles and patterns that bring change.

Knowledge: Weather, landforms, and the water cycle

Skills:

	• Phonics: trigraphs tch and dge, suffixes -s, -es • Reading: inferencing, summarizing, central idea • Writing: poems • Grammar: pronouns, verb tense Module 8 – Tell Me a Story **Conceptual Understanding:** Stories teach lessons and share cultural values. **Knowledge:** Fables, folktales, and storytelling traditions **Skills:** • Phonics: suffix -ed, y patterns, vowel teams ee/ea • Reading: theme, drama, point of view • Writing: personal narratives • Grammar: possessive, indefinite, and contraction forms
Math	Chapter 7 – Subtraction Within 20 **Conceptual Understanding:** • Subtraction represents taking apart or taking away from a whole. Numbers can be decomposed to make subtraction easier. Subtraction and addition are inverse operations. • Place value understanding helps when subtracting larger numbers. Word problems connect subtraction to real-life situations. **Knowledge:**

- Subtraction facts within 20.
- Strategies for subtracting efficiently (counting back, using number bonds, subtracting ones first).
- The relationship between addition and subtraction.
- Place value concepts used when subtracting from teens and tens. Structure and vocabulary of subtraction story problems.

Skills:

- Subtract within 20 using mental strategies and models.
- Subtract from 10 using number bonds and counting back.
- Subtract the ones first when solving subtraction problems with two-digit numbers. Represent and solve word problems using subtraction equations and drawings. Demonstrate fluency with subtraction facts within 20.

Chapter 8 – Shapes

Conceptual Understandings:

- Shapes have defining attributes (sides, corners, faces) that determine their classification. There are two kinds of shapes: flat (2D) and solid (3D). Shapes can be sorted, grouped, and combined to form new shapes.
- Geometry connects to recognizing and describing the world around us.

Knowledge:

- Names and properties of flat and solid shapes (triangle, square, rectangle, circle, cube, sphere, cone, cylinder, etc.). Vocabulary to describe shapes: sides, corners, faces, edges. Ways to group and sort shapes by common attributes. How shapes can be composed and decomposed.

Skills:

- Identify and describe 2D and 3D shapes in different orientations.
- Sort and group shapes based on attributes.
- Compare and contrast flat and solid shapes.
- Create and combine shapes to make new ones.
- Recognize geometric shapes in real-world objects.

Chapter 9 – Ordinal Numbers

Conceptual Understandings:

- Numbers can represent order or position, not only quantity.
- The order of objects or events can be described using ordinal numbers.
- Ordinal numbers help sequence and organize real-world situations.

Knowledge:

- Ordinal numbers from first to tenth (and beyond).
- Relationship between ordinal (position) and cardinal (quantity) numbers. Vocabulary for describing order: before, after, between, last, next to. Use of ordinal numbers in stories and word problems.

Skills:

- Identify and name ordinal positions accurately (1st–10th).
- Use ordinal terms to describe order and position.
- Match ordinal numbers with objects or people in sequence.
- Apply ordinal numbers to solve and explain word problems.

Chapter 12 – Numbers to 40

Conceptual Understanding:

- Numbers are composed of tens and ones (place value).
- Grouping by tens and ones helps organize and understand larger numbers. Comparing numbers shows relative size and quantity. Counting by tens and ones supports fluency and understanding of our base-ten system.

Knowledge:

- Numerals, number words, and quantities up to 40.
- Place value: tens and ones in two-digit numbers.
- Counting sequences by ones and tens.
- Comparison symbols and vocabulary: greater than, less than, equal to.

Skills:

- Count, read, and write numbers up to 40.
- Group and model tens and ones using manipulatives or drawings.
- Compare and order numbers up to 40.

	• Count forward and backward by tens and ones. • Represent numbers up to 40 using base-ten blocks, number lines, and expanded form
UOI	**Conceptual Understanding:** Students understand that natural patterns in the world, such as day and night, moon phases, and the movement of celestial bodies, affect daily life and community needs. They also recognize that people meet their needs and wants through exchanging goods and services, and that both natural and human systems work together to support how communities function. **Knowledge:** Students know that the Sun, Moon, and Earth follow observable patterns; that the solar system consists of planets orbiting the Sun; that light can be natural or artificial; and that shadows change based on the light's position. They also learn the difference between needs and wants, goods and services, and how people exchange goods and services to meet daily needs. **Skills:** Students can observe and describe patterns in the sky, explore how light and shadows change, and identify natural and artificial light sources. They can also classify needs versus wants, distinguish goods from services, and explain simple exchanges that help people meet their needs. Additionally, they practice observing, recording, comparing, and making connections between natural phenomena and human choices.
Performing Arts	**Conceptual Understanding:** • Performing arts use patterns in movement, rhythm, music, and storytelling to show ideas about the world, similar to how patterns exist in space such as day and night, moon phases, and seasons. • Systems in performing arts, for example working together as a cast, following routines, timing, and cues, help performances run smoothly just like the solar system works in an organized way.

	• Creative expression can help us explore and understand real-world cycles, including the orbit of planets or the pattern of day and night. **Knowledge:** • Repeating rhythms and movement patterns in dance and music. • Sequence of actions in drama using beginning, middle, and end. • Roles and cooperation in performances. **Skills:** • Act out the movement of planets using body and space awareness. • Work together in a group system similar to planets moving in orbit. • Retell a story about space using a clear beginning, middle, and end. • Use voice, simple instruments, and body percussion to create sound patterns that represent space such as a star, rocket countdown, or moon phases. • Maintain a steady beat and follow musical patterns. • Move to show cycles or patterns such as orbiting, spinning, rotating, or rising and setting. • Follow movement sequences using repetition and rhythm. • Respond to music that represents space with contrasting movement such as fast and slow, smooth and sharp, high and low.
Art	**Conceptual Understanding:** Students will create their own sun with hot colors and tissue paper and paint their favorite planets.. Students will also learn about different types of robots and how they are useful to us as a society. We will celebrate holidays like Lunar New Year and learn about Chinese artists and Valentines Day and practice projects like marble painting. **Knowledge:** Students will learn about Saya Woofalk and her interplanetary art around peace and use light and dark shades of paint to create their own 3D planet with light and shadows. Students

	will learn about Japanese artist Shoji Kawamori who created the first transformers to be inspired to design their own unique and useful robots. **Skills:** Cutting, following directed drawing step by step while also using their own imagination to add their own details. Students will see how they can start with a template, or an inspiration, but then make their own sun, planet, and then robots. Students will practice their visualizing, design process, planning, and illustration skills. Students will practice painting, collage, sculpture and a variety of different materials and artistic skills.

PE	**Conceptual Understanding** • The body is made up of systems (muscular, skeletal, circulatory) that work together to enable movement. • Physical skills improve through repeated practice and understanding how the body functions. **Knowledge:** • The names and roles of major muscle groups and bones involved in movement. • How heart rate changes with different intensities of exercise. • Basic scientific principles in movement: balance, coordination, force, motion, reaction time. • The purpose of warm-up and cool-down. • How to use equipment safely and correctly. • How practice and technique affect performance. **Skills:** • Locomotor: running, jumping, sliding, galloping, skipping. • Non-locomotor: balancing, twisting, stretching, bending. • Manipulative: throwing, catching, kicking, striking. • Identifying changes in heart rate during activity. • Applying balance and force to improve movement efficiency. • Adjusting movements based on feedback (self, peer, teacher).
Spanish	**Conceptual Understanding:** Learning about patterns in numbers from 1-100, shapes **Knowledge:** Vocabulary about numbers 1-100, shapes

	Skills: Spanish phonetics, speaking simple phrases, basic greetings and listening comprehension. How to say simple sentences using numbers and shapes.
Science	**Conceptual Understanding:** Students understand that natural patterns, cycles, and systems, such as day and night, seasonal changes, and the movement of celestial bodies, help us make sense of how the world works. They recognize that light, dark, and the positions of the Sun, Earth, and Moon are interconnected, and that human needs, wants, goods, and services all depend on Earth's systems and resources. **Knowledge:** Students know that day and night follow a predictable cycle, that patterns in the night sky repeat over time, and that the solar system is a system of planets orbiting the Sun. They understand that changes in nature affect how we live, that light and darkness are linked to Earth's movement, and that people rely on Earth's resources to meet needs and wants. Students also learn how goods and services connect to human needs within Earth's systems. **Skills:** Students can identify and describe natural patterns and cycles, make observations about the night sky, and explain how the Sun, Earth, and Moon are connected within a system. They can analyze how changes in nature affect daily life, distinguish between needs and wants, and make connections between Earth's resources and goods and services. Students practice asking questions, observing, recording information, and using models to explain systems and cycles.
Library	This year, library sessions have been adjusted to 20 minutes. Each visit includes a read-aloud to nurture a love of stories and model fluent reading. Depending on the text and time available, students may also engage in brief comprehension discussions to support understanding and inquiry. After the read-aloud, students browse, select, and check out books independently. During these sessions, students also: • Learn how the library is organized to support independent inquiry. • Practice routines that help maintain a respectful, shared learning environment.

	• Take ownership of their book choices and build responsibility by checking out and returning materials on time.

Trimester 3 Mar 23-Jun 12	
Theme (Transdisciplinary Theme)	
Sharing the Planet	
Central Idea	
Living things have structures and traits that help them survive, grow, and coexist in their environments.	
In this unit we will…	
What makes plants and animals special? How do living things survive in their environments? How do humans and animals depend on one another? What can we learn from nature's wisdom?	
ELA	Module 8 – Tell Me a Story **Conceptual Understanding:** Stories teach lessons and share cultural values. **Knowledge**: Fables, folktales, and storytelling traditions **Skills:** • Phonics: suffix -ed, y patterns, vowel teams ee/ea • Reading: theme, drama, point of view • Writing: personal narratives • Grammar: possessive, indefinite, and contraction forms

Module 9 – Grow, Plants, Grow!

Conceptual Understanding: Plants need specific conditions to grow and contribute to life on Earth.

Knowledge: Plant parts, life cycles, and food origins

Skills:

- Phonics: vowel teams ai/ay, oa/ow, ie/igh
- Reading: poetry, informational text, sequence
- Writing: descriptive essays
- Grammar: adjectives, sentence types, exclamations

Module 10 – Dare to Dream

Conceptual Understanding: Innovation and creative thinking solve problems and inspire others.

Knowledge: Inventors, design thinking, perseverance

Skills:

- Phonics: r-controlled vowels (ar, or, er/ir/ur)
- Reading: inference, theme, central idea
- Writing: biographical essays
- Grammar: adverbs, adjectives that compare

Math	Chapter 14 – Grouping and Sharing **Conceptual Understanding:** • Repeated addition represents equal groups. • Sharing and grouping are foundational ideas for multiplication and division. Quantities can be distributed equally or grouped to find totals. Equal groups help show fairness and equality in distribution. **Knowledge:** • Meaning of equal groups, sharing, and grouping. • Relationship between repeated addition and total quantities. Vocabulary: equal groups, share, divide, group, total. Use of objects, drawings, and models to represent grouping and sharing. **Skills:** • Make and count equal groups to find a total. • Represent equal groups using repeated addition. • Share a set of objects equally among groups. • Model grouping and sharing situations with manipulatives or pictures. • Recognize real-world examples of grouping and sharing. Chapter 15 – Fractions **Conceptual Understanding:**

- A whole can be divided into equal parts.
- Fractions represent parts of a whole.
- Equal parts of the same whole have the same size, though they may look different.
- Fractions help describe portions and fair sharing.

Knowledge:

- Basic fractions: halves and fourths (quarters).
- Vocabulary: whole, part, half, halves, fourth, fourths, equal parts. How to represent fractions using shapes and real objects. The concept of equality in partitioning.

Skills:

- Identify and describe halves and fourths in shapes and sets.
- Divide shapes and objects into equal parts.
- Recognize and label fractional parts (½, ¼).
- Compare parts of a whole visually.
- Relate fractions to everyday contexts (sharing food, dividing objects).

Chapter 16 – Numbers to 100

Conceptual Understanding:

- Numbers are composed of tens and ones in our base-ten system. Place value helps represent, compare, and order numbers. Counting patterns by ones and tens support understanding of number structure. Larger numbers can be represented in multiple ways (bundles, expanded form, models).

Knowledge:

- Numbers, numerals, and number words up to 100.
- Place value concepts for tens and ones in two-digit numbers. Counting by ones and tens to 100.
- Symbols and vocabulary for comparing numbers: greater than (>), less than (<), equal to (=).

Skills:

- Count, read, and write numbers up to 100.
- Group objects into tens and ones.
- Compare and order two-digit numbers.
- Represent numbers using base-ten models, number lines, and expanded form.
- Count forward and backward by ones and tens.

Chapter 17 – Addition and Subtraction Within 100

Conceptual Understanding:

- Numbers can be composed and decomposed using place value to add and subtract efficiently.
- Addition and subtraction are inverse operations.
- Strategies for adding and subtracting two-digit numbers depend on understanding tens and ones.
- Real-world problems can be represented and solved using addition and subtraction.

Knowledge:

- Addition and subtraction facts and strategies within 100.
- Concepts of regrouping and place value in two-digit operations. Strategies: counting on, counting back, adding/subtracting tens and ones separately.
- Meaning of symbols (+, −, =) in two-digit equations.

Skills:

- Add and subtract ones and tens separately.
- Add and subtract two-digit numbers with and without regrouping.
- Represent problems using equations, drawings, and models.
- Use mental strategies and reasoning to solve problems efficiently.
- Solve real-world addition and subtraction word problems within 100.
- Demonstrate fluency in two-digit addition and subtraction.

Chapter 18 – Time

Conceptual Understanding:

- Time can be measured and represented using clocks.
- The positions of the hour and minute hands show the time.
- Time progresses in consistent, predictable intervals.
- Understanding time helps organize daily routines and events.

Knowledge:

- Parts of an analog clock (hour hand, minute hand, numbers).
- Concepts of hour, half hour, and five-minute intervals.

- Relationship between analog and digital clocks.
- Vocabulary: hour, half-hour, minutes, o'clock, half past, quarter past, quarter to.

Skills

- Tell and write time to the hour, half hour, and nearest five minutes.
- Identify and match analog and digital times.
- Read and interpret clock faces correctly.
- Sequence daily events according to time.
- Use time vocabulary to describe daily activities.

Chapter 19 – Money

Conceptual Understanding:

- Money has value and is used to buy goods and services.
- Different coins and bills represent different amounts.
- Counting money helps determine total value and make fair exchanges.
- Using money connects mathematics to real-life financial situations.

Knowledge:

- Names and values of U.S. coins (penny, nickel, dime, quarter) and bills ($1, $5, $10, $20).
- Symbols and notation for dollars ($) and cents (¢).
- Ways to represent amounts using different coin and bill combinations.
- The concept of exchange and value in shopping contexts.

	Skills: • Identify and name coins and bills by value. • Count collections of coins and bills to find total amounts. • Represent money amounts using symbols and combinations. • Solve simple word problems involving money and shopping. • Use reasoning to make fair exchanges and purchases.
UOI	**Conceptual Understanding:** Students understand that all living things have specific needs, traits, and adaptations that help them survive, and that plants, animals, and humans depend on one another and their environment. They recognize that people use natural resources to meet their needs and share the responsibility of caring for the Earth to maintain balance for all living things. **Knowledge:** Students know that living things need food, air, and water; that plants have parts (roots, stems, leaves, flowers) that help them survive; and that animals have body parts and behaviors that support movement, protection, feeding, and shelter. They learn that inherited traits come from parents, learned behaviors help with survival, and all organisms interact with and depend on their environment. They also know that humans use plants and animals for essentials such as food, clothing, oxygen, and shelter; that natural resources must be used wisely; and that people and communities take action to protect habitats through practices like recycling, conserving water, and planting trees. Students learn that different regions have unique plants and animals adapted to their environments and that people around the world value and protect nature in diverse ways. **Skills:** Students can identify the needs of living things, describe plant and animal structures and their functions, compare inherited traits and learned behaviors, and explain basic

	adaptations. They can analyze how plants, animals, and humans interact, recognize how communities use natural resources, and evaluate choices that help protect habitats. Students can also observe, classify, make connections between organisms and their environments, and demonstrate empathy and care for living things through responsible actions.
Performing Arts	**Conceptual Understanding:** • Performing arts can show how living things move, communicate, and survive in their environments. • Animals and plants have unique traits, and performers also use unique body, voice, and movement choices to show character. • People can learn about nature by acting, singing, and moving like living things. • Cooperation in performing arts reflects how living things coexist and depend on one another. **Knowledge:** • Using body, facial expressions, and movement to show character traits. • Exploring sound, rhythm, and voice to represent ideas. • Working with others in drama, music, and movement. • Sequences in stories, songs, and performances. **Skills:** • Use body, face, and movement to act like different plants and animals • Create short scenes showing how living things survive in their habitats • Role-play how living things interact and depend on one another • Explore vocal sounds and instruments to imitate animals, weather, and nature

	• Sing simple songs about plants, animals, and habitats • Create sound patterns to show a life cycle or animal movement • Use movement to show how different animals travel, grow, or protect themselves • Move in sequences to show a plant or animal life cycle • Respond to music to show different environments such as forest, ocean, desert.
Art	**Conceptual Understanding**: Students will make connections to the Uof I and how to share the planet by using recycled magazines to create unique collages. We will learn about different animals, plants and life cycles and how humans interact with them project based learning with drawing, painting and sculpture. **Knowledge:** Students will learn about artists from around the world connected to current and historic artistic trends and connect their own artwork to the greater culture and history. **Skills:** Students will move from just creating with paint, illustrations, and 3D works, to really reflecting on their projects, discussing with classmates and reflecting on the spring Art Gallery. Students will learn art appreciation and how art events, like our school wide art gallery impact our school community in a positve way. Students will practice practical skills like drawing, painting, sculpting, cutting and gluing using a variety of materials.
PE	**Conceptual Understanding:** • We share playing spaces with others and must be aware of them when we move. • Resources such as equipment need to be used fairly so everyone has a turn. • Cooperation and kindness help everyone enjoy play. • Our actions can keep others safe or make them unsafe. **Knowledge:**

	• Basic safety rules when moving in shared spaces. • Simple ways to cooperate (take turns, share, wait, help). • Everyone has the right to play safely and fairly. • How to identify safe/unsafe movements. • How to treat equipment respectfully so it lasts for everyone. **Skills:** • Locomotor: running, hopping, jumping, skipping while avoiding others. • Non-locomotor: balancing, bending, twisting with body control. • Manipulative: rolling, throwing, catching, kicking with awareness of space. • Taking turns with equipment. • Working with partners and small groups. • Listening to others' ideas and feelings. • Resolving small conflicts with teacher support (e.g., “You go first, then me”). • Demonstrating kindness and care for peers. • Moving safely in shared spaces. • Controlling speed, direction, and body when near others. • Using equipment properly and returning it after use. • Understanding when to stop, listen, and follow instructions.
Spanish	**Conceptual Understanding:** Learning about how they co-exist with others; other countries, other species and animals. **Knowledge:** Vocabulary about animals and basic family members

	Skills: Spanish phonetics, speaking simple phrases, basic greetings and listening comprehension.
Science	**Conceptual Understanding:** Students understand that the Sun provides light and warmth essential for life on Earth, and that the Earth and Moon move in predictable ways that create observable patterns such as day and night and the changing shape of the Moon. They recognize that shadows change based on the Sun's position, and that these natural patterns help us make sense of our world. **Knowledge:** Students know that the Sun, Moon, and Earth have predictable movements; that the Moon's appearance changes in a repeating pattern; that day and night occur because the Earth moves; and that the Sun's position affects the length and direction of shadows. They learn basic vocabulary related to celestial patterns, light, and shadows, as well as observational tools such as globes, flashlights, models, and charts. **Skills:** Students can identify simple patterns in the sky, make predictions about changes in shadows and moon phases, and connect their observations to explanations of natural phenomena. They can ask factual questions, make and record simple observations using drawings or diagrams, and use tools such as flashlights, models, and charts to explore and represent their thinking.
Library	This year, library sessions have been adjusted to 20 minutes. Each visit includes a read-aloud to nurture a love of stories and model fluent reading. Depending on the text and time available, students may also engage in brief comprehension discussions to support understanding and inquiry. After the read-aloud, students browse, select, and check out books independently. During these sessions, students also: • Learn how the library is organized to support independent inquiry.

	• Practice routines that help maintain a respectful, shared learning environment. • Take ownership of their book choices and build responsibility by checking out and returning materials on time.