



Second Grade Program of Inquiry & Curriculum Map PY 2025–2026

Trimester 1

Theme

Who We Are

Central Idea

Understanding who we are can build connections, create a sense of belonging and foster responsibility.

In this unit, we will...

Students will learn how people have the responsibility to create communities where everyone has a sense of belonging, what a successful community looks like, and why and how individuals help each other feel like they belong in a community.

ELA-Module 1 – What is a character!
Module 2 - Use Your Words (2 Weeks into
Module)

VOCABULARY

- **Critical Vocabulary:** individuality, unique, feature, personality, clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched
- **Vocabulary Strategy:** Context Clues
- **Generative Vocabulary:** Prefixes mis–, un–; Spiral Review Inflections –s, –es

List the conceptual understandings, knowledge, and skills that students will be developing in each area.

ELA-MODULE 1

Conceptual: In this module, students will listen to, read, and view a variety of texts and media that present them with information about bold, interesting characters.

Knowledge: A genre focus on realistic fiction provides students with opportunities to identify point of view, literary elements, and theme in order to better understand



READING

- **Make and Confirm Predictions**
- **Literary Elements**
- **Point of View**
- **Theme**

FOUNDATIONAL SKILLS

- **Decoding: Short Vowels a, e, i, o, u**
- **Spelling: Short Vowels**
- **Fluency: Accuracy and Self-Correction**

COMMUNICATION

- **Listening Comprehension**
- **Listening and Speaking: Engage in Discussion**
- **Make Connections**

WRITING WORKSHOP

- **Personal Narrative**

SOCIAL & EMOTIONAL LEARNING: Self-Management

unfamiliar texts. Students will also encounter fantasy to build knowledge across genres.

Skills: As students build their vocabulary and synthesize topic knowledge, they will learn that each protagonist is a unique individual, just as they are.

ELA – MODULE 2 - (ONE WEEK), CONTINUE MODEL ON NEXT PLANNER

Conceptual: In this module, students will listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings.

Knowledge: A genre focus on letters and poetry provides students with opportunities to identify elements of poetry and figurative language in order to better understand unfamiliar texts. Students will also encounter memoir and fantasy to build knowledge across genres.



Math-Chapter 1 <ul style="list-style-type: none">• Counting to 10,000• Place value• Comparing and ordering numbers• Rounding to the nearest ten• Rounding to the nearest hundred	<p>Conceptual Understanding: identifying number patterns to 10,000, identifying place value, rounding numbers</p> <p>Knowledge: Using examples from Math book, structure knowledge and organization of Math skills being learned</p> <p>Skills: Problem Solving, communication and develop analytical skills</p>
UOI-Who We Are <ul style="list-style-type: none">• Developing inquirers and understanding of learner profiles• Building classroom community and essential agreements• Five Senses• Culture Interview and presentations	<p>Conceptual Understanding: Adaptability, develop social emotional intelligence, creativity and critical thinking</p> <p>Knowledge: Knowledge examples, organized knowledge (presentation PowerPoint or Poster) and Scientific Knowledge of 5 senses</p> <p>Skills: Skills examples, Communication and Leadership skill, as well as presentation skills (speaking in front of audience)</p>
Performing Arts	<p>Conceptual Understanding:</p> <ul style="list-style-type: none">• Understand what it means to be part of an ensemble• Understand the basics of movement <p>Knowledge/ Vocabulary: Ensemble, levels (high, medium, low), small/big, sharp/smooth, quick/slow</p>



Visual Art

Skills:

- Listening/ Following Directions
- Collaboration
- Respect for one another
- Patience
- Comfortable performing in front of others

Conceptual Understanding:

- Food as part of culture and identity
- Definition and history of still life
- Artists: Paul Cézanne and Henri Matisse
- Primary and secondary colors

Knowledge:

- Food is part of personal and cultural identity
- Artists can express culture using objects and color

Skills:

- Observational sketching of plates and foods



	<ul style="list-style-type: none">• Mixing and applying primary and secondary colors• Reflecting on art choices and discussing meaning
PE-	<ul style="list-style-type: none">• Working together on teams to develop skills for teamwork• Following structure and rules of the games• Having good sportsmanship
Spanish	<p>Conceptual Understanding: Students understand that learning Spanish helps them communicate who they are and connect with others in meaningful ways. They recognize that exploring culture and language builds a sense of belonging and helps them develop respect and responsibility within a diverse community.</p> <p>Knowledge: Students will know colors, numbers, basic phrases, and school subjects in Spanish. They will know information about Hispanic Heritage Month, including important figures, cultural contributions, and traditions.</p> <p>Skills: Students will be able to introduce themselves, describe simple preferences, and participate in basic conversations using Spanish vocabulary.</p>
Library	<p>This year, in order to allow students to visit each specialist weekly, time in the library has been reduced to 20 minutes per session. This allows time for a short lesson, read aloud, book talk, or other activity that supports classroom learning. During every session, students also:</p>



- Learn the structure of the library
- Practice following library rules and routines
- Select and check out a book
- Take ownership/responsibility for caring for books and returning them on time

Trimester 1

Theme

How We Express Ourselves

Central Idea

Rituals, traditions and artifacts are used to symbolize the beliefs and values of cultures

In this unit, we will...

Learn what symbolism is, why people use symbolism, and how specific groups use symbolism. Students will also become familiar with common symbols used in the world around us and how the symbols create awareness and understanding in a community or a country.

ELA-Module 2 –Use Your Words (continued from prior planner)

VOCABULARY

List the conceptual understandings, knowledge, and skills that students will be developing in each area.

ELA – MODULE 2- USE YOUR WORDS



- **Critical Vocabulary:** express, convey, chronicle, creative, video, costumes, block, hydrant, march
- **Vocabulary Strategy:** Synonyms/ Antonyms
- **Generative Vocabulary:** Prefixes re-, pre-; Spiral Review: Suffixes -ful, -less

READING

- **Retell/Summarize**
- **Text and Graphic Features**
- **Point of View**
- **Character**

FOUNDATIONAL SKILLS

- **Decoding:** More Long o Spellings
- **Spelling:** More Long o Spellings
- **Fluency:** Phrasing

COMMUNICATION

- **Listening Comprehension**
- **Research: Gather Information**
- **Make Connections**

WRITING WORKSHOP

- **Correspondence Writing**

SOCIAL & EMOTIONAL LEARNING:

Relationship Skills

Math

Chapter 2 – Addition within 10,000

- **Addition patterns**

Conceptual: In this module, students will listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings.

Knowledge: A genre focus on letters and poetry provides students with opportunities to identify elements of poetry and figurative language in order to better understand unfamiliar texts. Students will also encounter memoir and fantasy to build knowledge across genres.

Skills: As students build vocabulary and synthesize topic knowledge, they will learn that words can take them on an adventure or teach them something new.

Conceptual Understanding: mentally adding within 1,000, addition with and without regrouping. Mentally subtract or within 1,000, subtracting with and without regrouping.



<ul style="list-style-type: none">• Mental addition• Adding fluently within 1,000• Adding without regrouping• Adding with regrouping• Real-world problems: addition <p>Chapter 3- Subtraction within 10,000</p> <ul style="list-style-type: none">• Mental subtraction• Subtracting fluently within 1,000• Subtracting without regrouping• Subtracting with regrouping• Real-world problems: subtraction	<p>Knowledge: Using examples from Math book, structure knowledge and organization of Math skills being learned</p> <p>Skills: Problem Solving, communication and develop analytical skills</p>
<p>UOI-How We Express Ourselves</p> <ul style="list-style-type: none">• Symbols around us and in the world• Letter Writing (Pen Pals near and far)• Poetry (rhythm, rhyming words & repetition)• Types of Poems (Poetry Terms, Lines, Stanza, Rhyme)• Coat of Arms Project (design a coat of arms to present that represents you and your family)	<p>Conceptual Understanding: getting familiar with examples of symbols around us and in the world, organization of letter and poetry writing,</p> <p>Knowledge: Recall of information, Prior knowledge, procedural knowledge of understanding how symbols are used in the world</p> <p>Skills: Creative thinking, abstract skills and communication skills</p>
<p>Performing Arts</p>	<p>Conceptual Understanding:</p> <ul style="list-style-type: none">• Understand how we can use tableaux to tell a story <p>Knowledge/ Vocabulary: Levels (high, middle, low), beginning, middle, end, tableaux, expressions</p>



Visual Art

Skills:

- Tell a story individually
- Tell a story with a beginning, middle and end
- Tell a story with levels
- Tell a story with expression
- Use a tableaux to show character
- Tell a story with a group

Conceptual Understanding

- Symbols express our identity, interests, and personality.
- Combining realistic and symbolic art shows who we are.

Knowledge

- What symbolism is and how it represents personal traits.
- How to mix realistic and symbolic elements in art.

Skills

- Draw a realistic self-portrait.
- Add symbols that represent personal interests.
- Explain the meaning of the symbols.



PE

Conceptual Learning:

- Movement as a form of expression and communication.
- Using body language, hand signals, and creativity to show ideas and communicate.
- Recognizing how teams express identity through recognizing each other's strengths and weaknesses and sharing responsibilities.

Knowledge:

- Elements of expressive movement (awareness, effort level, tempo).
- How sports influences cultures and connect us without sharing the language.
- Vocabulary for describing movement qualities.

Skills:

- Creating short movement sequences or drills.
- Using movement and words to represent feelings, patterns, or ideas.
- Being able to express yourself in a positive manner especially in a team setting.

Spanish

Conceptual Understanding: Students understand that people express their culture, identity, and values through traditions, celebrations, and family rituals, and that learning



	<p>Spanish helps them describe and appreciate these expressions.</p> <p>Knowledge: Students will know vocabulary for family members and common Spanish verbs used to describe actions. They will know traditions and celebrations from different Hispanic countries and understand what they represent.</p> <p>Skills: Students will be able to describe family members and explain simple traditions using complete Spanish sentences. They will compare cultural traditions across Hispanic countries.</p>
Library	<ul style="list-style-type: none">• Read a variety of poems and compare the different types

Trimester 2
Theme
How We Organize Ourselves
Central Idea
Sharing Responsibilities is essential for communities to function harmoniously
In this unit, we will...
study rules and laws designed to organize society as well as the roles, responsibilities, and interconnectedness of community members. The choices one makes can impact the harmony of a group.



ELA- 3 LET FREEDOM RING

VOCABULARY

- **Critical Vocabulary:** loyal, sovereignty, democracy, civic, delegates, convention, domestic, welfare, posterity
- **Vocabulary Strategy: Multiple Meaning Words**
- **Generative Vocabulary: Suffixes –y, –less; Prefix –dis; Spiral Review: Suffixes –y, –ly**

READING

- **Author’s Purpose**
- **Synthesize**
- **Central Idea**
- **Text Structure**
- **Text and Graphic Features**

FOUNDATIONAL SKILLS

- **Decoding: Three-Letter Blends (spl, scr, spr, squ, str)**
- **Spelling: Three-Letter Blends**
- **Fluency: Reading Rate**

COMMUNICATION

- **Listening Comprehension**
- **Research: Take Notes**
- **Make Connections**

List the conceptual understandings, knowledge, and skills that students will be developing in each area.

Conceptual Understanding: In this module, students will listen to, read, and view a variety of texts and media that present them with information about important U.S. documents and symbols.

Knowledge: A genre focused on nonfiction provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter videos to build knowledge across genres.

Skills: As students build their vocabulary and synthesize topic knowledge, they will learn more about our country’s history and how various symbols came to represent the values and ideals of the United States.



WRITING WORKSHOP

- Informational Writing

SOCIAL & EMOTIONAL LEARNING:

Responsible Decision- Making

Math

Chapter 4: Multiplication Tables

- Multiplying by 6
- Multiplying by 7
- Multiplying by 8
- Multiplying by 9
- Multiplying by 11
- Multiplying by 12
- Multiplication patterns
- Dividing using multiplication facts

Chapter 5: Multiplication

- Multiplying using models
- Multiplying without regrouping
- Multiplying with regrouping

UOI

Conceptual Understanding: Understand multiplication facts within table 6, 7 table, 8 table, 9 table, 11 table, and 12 table. Identify multiplication patterns and relate multiplication with division. Multiplication problems using models, multiplication with and without regrouping.

Knowledge: Using examples from Math book, structure knowledge and organization of Math skills being learned

Skills: Problem Solving, communication and develop analytical skills

Conceptual Understanding:

Knowledge:

Skills:



Performing Arts

Conceptual Understanding:

- Understand how to create a movement sequence with a beginning, middle and end.
- Understand how to work with others to create movement sequences together.
- Understand inspiration for movement can come from many different stimulus

Knowledge/ Vocabulary: Movement sequence, beginning, middle, end

Skills:

- Coordination of body
- Creative thinking
- Sequencing
- Collaboration
- Spatial awareness

Visual Art

Conceptual Understanding:

- Art can show how people in a community work together.
- Sharing responsibilities helps a community stay happy and organized.

Knowledge:

- Different jobs or roles people have in a community.



- How people help each other to keep things running smoothly.
- How to use pictures, symbols, and colors to show teamwork and cooperation.

Skills:

- Draw, paint, or create an artwork about a community.
- Show people doing different roles and helping each other.
- Use symbols, colors, and simple shapes to explain ideas.
- Talk about what the artwork shows and why teamwork is important.



PE

Conceptual Learning:

- Systems and roles in team activities help group's function.
- Rules and structures support fair play and safety.
- Leadership and responsibility impact team success.
- Learning soccer

Knowledge:

- Team roles (offense, defense, team formations).
- Basic game structures and why rules exist.
- How teams organize strategies to achieve goals.

Skills:

- Taking on rotating roles within small-sided games.
- Organizing equipment and stations responsibly.
- Collaborating to work as team to achieve a common goal.

Spanish

Conceptual Understanding: Students understand that learning how Spanish grammar works (such as articles, gender, and pronouns) helps them communicate clearly and take responsibility for expressing their ideas accurately. They recognize that using language respectfully in conversations supports positive interactions and helps communities, including the classroom community, function harmoniously.



	<p>Knowledge: Students will know definite and indefinite Spanish articles, gendered nouns, and common Spanish pronouns. They will know simple sentence structures used in basic writing and introductory conversations.</p> <p>Skills: Students will be able to choose the correct article and noun agreement, use pronouns appropriately, and write simple Spanish sentences. Students will participate in introductory conversations, greet others, share basic information, and use language that supports respectful and collaborative interactions.</p>
Library	<p>Conceptual Understanding:</p> <p>Knowledge:</p> <p>Skills:</p>

Trimester 2
Theme
Where We Are in Place and Time
Central Idea
Technology advances over time
In this unit, we will...



Learn about how previous generations helped us understand the relationships between the past and the present. We will focus on how the past influences us today and why some behaviors or practices have remained the same today or changed over time.

VOCABULARY

- **Critical Vocabulary:** audition, rehearse, ability, actor, saga, genuine, coiled, whirled, tame
- **Vocabulary Strategy:** Shades of Meaning
- **Generative Vocabulary:** Prefixes in- (not), im- (into); **Spiral Review:** Prefix im- (not)

READING

- **Ideas and Support**
- **Visualize**
- **Elements of Drama**
- **Literary Elements**
- **Figurative Language**

FOUNDATIONAL SKILLS

- **Decoding:** Consonant digraphs (ch, tch, sh, wh, th, ph, ng)
- **Spelling:** Spelling the /ch/ sound
- **Fluency:** Expression

COMMUNICATION

- **Listening Comprehension**

List the conceptual understandings, knowledge, and skills that students will be developing in each area.

Conceptual Understanding: In this module, students will listen to, read and view a variety of texts and media that give them information about features of drama.

Knowledge: A genre of focused on drama provides students with opportunities to identify elements of drama and literary elements in order to better understand unfamiliar texts. Students will also encounter fables and videos to build knowledge across genres.

Skills: As students build their vocabulary and synthesize topic knowledge, they will learn more about the value of drama and the key differences between stories and plays.



- **Speaking and Listening: Summarizing/ Paraphrasing**
- **Make Connections**

WRITING WORKSHOP

- **Narrative Writing: Story**

SOCIAL & EMOTIONAL LEARNING: Relationship Skills

ELA – Module 5 – Teamwork

VOCABULARY

- **Critical Vocabulary: collaboration, symbiosis, determination, unity, apprehensive, technical, deflected, competition, intercepted, sprawling**
- **Vocabulary Strategy: Homographs/ Homophones**
- **Generative Vocabulary: Suffixes –er/–or; Suffix –er/–est with and without spelling change**

READING

- **Author’s Purpose**
- **Ask and Answer Questions**
- **Literary Elements**
- **Theme**
- **Author’s Craft**

FOUNDATIONAL SKILLS

- **Decoding: Vowel Diphthongs oi, oy**
- **Spelling: Vowel Sound in joy**

ELA – Module 5 - Teamwork

Conceptual: In this module, students will listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork.

Knowledge: A genre focus on realistic fiction provides students with opportunities to identify literary elements, author’s craft, and theme in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and video to build knowledge across genres.



- **Fluency: Accuracy and Self-Correction**

COMMUNICATION

- **Listening Comprehension**
- **Research: Cite Sources**
- **Make Connections**

WRITING WORKSHOP

Argument Writing: Persuasive Letter

Math

Chapter 6: Using Bar Models: The Four Operations

- **Real-world problems: multiplication**
- **Real-world problems: division**
- **Real-world problems: four operations**

Chapter 7: Fractions

- **Understanding unit fractions**
- **Fractions as part of a whole**
- **Fractions as part of a set**
- **Understanding equivalent fractions**

Chapter 8: Measurement

- **Mass: kilograms and grams**
- **Liquid volume: liters and milliliters**
- **Real-world problems: one step problems**

UOI

Skills: As students build their vocabulary and synthesize topic knowledge, they will learn more about the way that sports can bring people together to work as a team.

Conceptual Understanding: multiplication and division using bar models. Understand unit fractions, identify equivalent fractions, understand fractions as part of a set and part of a whole. Measure mass to the nearest kg and g, measure liquid volume to the nearest liters and milliliter.

Knowledge: Using examples from Math book, structure knowledge and organization of Math skills being learned

Skills: Problem Solving, communication and develop analytical skills

Conceptual Understanding:

Knowledge:

Skills:



Performing Arts

Conceptual Understanding: Understand how movement can be used to connect communities and help to tell their shared history.

Knowledge/Vocabulary: Movement has been used to bond communities and tell their stories

Skills:

- Cultural Literacy and Awareness
- Interpretation of Non- Verbal Communication
- Empathy
- Reflective Thinking
- Contextualization
- Communication Skills

Visual Art

Conceptual Understanding:

- Robots and technology change and improve over time.
- Art can show how technology has developed from the past to today.
- Robots have different functions that help people in many ways.

Knowledge:

- How robots or machines were designed in the past versus today.



- How robots' functions help people in daily life.
- How to use symbols, colors, and shapes to show ideas about technology.

Skills:

- Draw or create robot artwork.
- Show what the robot does (its function).
- Explain what the artwork shows about technology and its uses.

PE

Conceptual Learning:

- Understanding how games and sports have changed over time, focus on basketball on this unit.
- Recognizing cultural origins of traditional movements and games and their impact around the world.
- Exploring how sports reflect community history and shared experiences.

Knowledge:

- Simple timelines of how certain sports evolved (e.g., soccer, basketball, volleyball, and badminton).
- The cultural significance of global games, touch up on the Olympics and world tournaments.
- How rules and equipment adapt across time and cultures.



Spanish

Skills:

- Playing modified versions of traditional games, focusing on soccer and basketball in this unit.
- Comparing past and present versions of movement/skill.
- Demonstrating skill sets for specific sport, focus on hand and eye coordination as well as foot and eye coordination.

Conceptual understanding: Students understand that as technology changes over time, the way we communicate also changes, and learning Spanish helps them explore and describe these changes. They recognize that developing language skills allows them to talk about past and present tools, compare experiences, and communicate responsibly in a growing digital world.

Knowledge: Students will know plural forms of common Spanish verbs, adjectives, and expressions used to share likes and dislikes. Students will learn vocabulary related to communication tools, verbs connected to technology, and time expressions used to compare time periods.

Skills: Students will be able to participate in Spanish conversations using complete sentences, express preferences about old and new technology, and describe objects using adjectives. Students will compare past and present communication tools using time expressions, use technology-related verbs in sentences, and describe how



	people communicate using age-appropriate Spanish vocabulary.
Library	Conceptual Understanding: Knowledge: Skills:

Trimester 3
Theme
Sharing the Planet
Central Idea
Humans and animals depend on each other for their needs
In this unit, we will...
Study animals and their characteristics, how humans and animals help each other and our responsibilities towards animals



ELA – FINISH UP MODULE 5

ELA – Module 6 – Animal Behaviors

VOCABULARY

- **Critical Vocabulary:** hatch, universal, span, growth, larvae, molt, unsuspecting, deposited, patch, cumbersome
- **Vocabulary Strategy: Reference Sources:** Thesaurus
- **Generative Vocabulary:** Latin prefixes uni–, bi–, tri–; **Spiral Review:** suffix –ment

READING

- Text and Graphic Features
- Retell/Summarize
- Author’s Purpose
- Author’s Craft

FOUNDATIONAL SKILLS

- **Decoding:** Words with ar, or, ore
- **Spelling:** Vowel + /r/ Sounds
- **Fluency:** Expression

COMMUNICATION

- Listening Comprehension
- Research: Paraphrase
- Make Connections

List the conceptual understandings, knowledge, and skills that students will be developing in each area.

ELA- MODULE 6 – ANIMAL BEHAVIORS

Conceptual: In this module, students will listen to, read, and view a variety of texts and media that present them with information about animal survival.

Knowledge: A genre focus on nonfiction provides students with opportunities to identify author’s purpose, central idea, and text structure in order to better understand unfamiliar texts.

Skills: As students build their vocabulary and synthesize topic knowledge, they will learn more about the way animals utilize behaviors and characteristics, or traits, to help them survive.



WRITING WORKSHOP

Informational Writing: Expository Essay

**SOCIAL & EMOTIONAL LEARNING:
Self-Awareness**

Math

Chapter 9: Area and Perimeter

- Area
- Square units (cm and in)
- Square units (m and f)
- Perimeter and area
- More perimeter

Chapter 10: Time

- Telling time
- Converting hours and minutes
- Elapsed time

UOI

Performing Arts

Conceptual Understanding: identifying area using square units using cm, in, m, and f. Identify perimeter of basic and complex shapes. Identify time on analog clock, convert between hours and minutes, identify elapsed time.

Knowledge: Using examples from Math book, structure knowledge and organization of Math skills being learned

Skills: Problem Solving, communication and develop analytical skills

Conceptual Understanding:

Knowledge:

Skills:

Conceptual Understanding: Understand how performing a cultural dance can help us to understand that culture on a deeper level



Visual Art

Knowledge/Vocabulary: timing, rhythm, movement sequencing, cultural understanding, identity

Skills:

- Body Awareness
- Collaboration
- Timing
- Memorization
- Rhythm

Conceptual Understanding:

- Humans and animals depend on each other.
- Visual art can show relationships and how we care for animals.

Knowledge:

- Characteristics and needs of animals.
- How humans help animals and how animals help humans.
- How to use symbols, colors, and images in art to show relationships.

Skills:

- Create visual artwork showing humans and animals helping each other.
- Use colors, shapes, and symbols to represent ideas.



	<ul style="list-style-type: none">• Explain the meaning of the artwork and what it shows about care and responsibility.
PE	<p>Conceptual Understanding: Students will work on understanding that a form of sharing the planet is sharing ideas and culture; they will reflect how sports play an important role. Students will learn about environmental hygiene and how we can do our part to take care of our environment. They will learn how to play volleyball and see its influence on the world it has plus how the environment changed the game from playing indoors to outdoors depending on climate.</p> <p>Knowledge: Students will understand why environmental hygiene is very important and how we can make a change. They will learn the history of volleyball and how it spreads across the globe in a short amount of time. They will share their experience of sports from their background to the class to see in ways we are connected by sports.</p> <p>Skills: Students will work on hand and eye coordination, footwork, and working alongside others in a team setting. They will use their critical thinking skills to think of ways to take care of our environment. Students will display their sportsmanship skills and teamwork skills.</p>
Spanish	<p>Conceptual understanding: Students will recognize that habitats, daily routines, and needs can be expressed in</p>



	<p>Spanish, allowing them to compare how living things survive in different Spanish-speaking regions.</p> <p>Knowledge: Students will know plural adjectives, common action verbs, and phrases for expressing wants and needs. Students will know vocabulary for animals, habitats, times of day, and names of Spanish-speaking countries associated with specific climates and animal environments.</p> <p>Skills: Students will be able to describe animals using plural adjectives, express what they want or don't want, and use verbs to talk about actions and needs. Students will identify animals and their habitats, describe routines using time-of-day vocabulary, and compare habitats across Spanish-speaking countries using simple Spanish sentences.</p>
Library	<p>Conceptual Understanding:</p> <p>Knowledge:</p> <p>Skills:</p>

Trimester 3
Theme
How the World Works
Central Idea



Energy can be converted, transformed and used to support human progress

In this unit, we will...

Different forms of energy (renewable and nonrenewable resources), how energy is used (transformation) and various sustainable energy concepts

**ELA- Module 7- Make a Difference & Module 8 –
Imagine! Invent!**

VOCABULARY

Big Idea Words: outreach, fellowship, communal, residents

Critical Vocabulary: scarce, pollution, factories, vats, crowded, greenhouses, vertical

Vocabulary Strategy: Analogies

Generative Vocabulary: Suffix –ion

READING

Author's Purpose

Make and Confirm Predictions

Text Structure

Point of View

FOUNDATIONAL SKILLS

Decoding: Compound Words and Abbreviations

Spelling: Compound Words and Abbreviations

Fluency: Phrasing

COMMUNICATION

Listening Comprehension

Research: Plan and Gather Information

List the conceptual understandings, knowledge, and skills that students will be developing in each area.

ELA- MODULE 7- MAKE A DIFFERENCE

Conceptual: In this module, students will listen to, read, and view a variety of texts and media that provide information about building communities.

Knowledge: A genre focus on narrative nonfiction provides students with opportunities to identify author's purpose, text structure, and text and graphic features in order to better understand unfamiliar texts. Students will also encounter historical fiction to build knowledge across genres.

Skills: As students build their vocabulary and synthesize topic knowledge, they will learn more about the way a



Make Connections

WRITING WORKSHOP

Argument Writing

SOCIAL & EMOTIONAL LEARNING: Social Awareness

Module 8 – Imagine! Invent!

VOCABULARY

- **Critical Vocabulary:** invention, brilliant, productive, original, breakthrough, dictation, valuable, radar, device, technology
- **Vocabulary Strategy: Reference Sources:** Dictionary/Glossary
- **Generative Vocabulary: Greek Word Root graph and Suffix –logy**

READING

- Text and Graphic Features
- Make Inferences
- Text Structure
- Central Idea

FOUNDATIONAL SKILLS

- **Decoding: Review of Prefixes, Suffixes**
- **Spelling: Words with –ed and –ing**
- **Fluency: Reading Rate**

dedicated individual or group of people can help make a community stronger and better.

List the conceptual understandings, knowledge, and skills that students will be developing in each area.

ELA – Module 8 – MAKE A DIFFERENCE

Conceptual: In this module, students will listen to, read, and view a variety of texts and media that provide information about inventors and inventions.

Knowledge: A genre focus on nonfiction provides students with opportunities to identify author’s purpose and central idea in order to better understand unfamiliar texts.

Students will also encounter narrative poetry and opinion text to build knowledge across genres.

Skills: As students build their vocabulary and synthesize topic knowledge, they will learn more about the way an



COMMUNICATION

- Listening Comprehension
- Speaking and Listening: Oral Instructions
- Make Connections

WRITING WORKSHOP

- Informational Writing: Research Report

SOCIAL & EMOTIONAL

LEARNING: Responsible Decision- Making

Math

Chapter 11: Graphs and line plots

- Making picture graphs with scales
- Making bar graphs with scales
- Reading and interpreting bar graphs
- Line plots and estimation

Chapter 12: Angles, lines, and two-dimensional figures

- Introducing angles
- Introducing perpendicular and parallel lines
- Polygons

UOI

idea, determination, support, and hard work can create an environment where anything is possible.

Conceptual Understanding: creating picture graphs and bar graphs with scales, interpret bar graphs, introduction of angles, introduction of perpendicular and parallel lines, and identifying polygons

Knowledge: Using examples from Math book, structure knowledge and organization of Math skills being learned

Skills: Problem Solving, communication and develop analytical skills

Conceptual Understanding:

Knowledge:

Skills:



Performing Arts

Conceptual Understanding: Understand the elements of improv and how the core philosophy can be applied to daily life

Knowledge/ Vocabulary: improvise, yes and, active listening, inquiry, collaborative creativity, process over product

Skills:

- Problem solving
- Confidence
- Cognitive flexibility
- Communication skills
- Quick thinking

Visual Art

Conceptual Understanding:

- Energy can be shown visually and is used to support human progress.
- Art can represent how energy is transformed and used in everyday life.

Knowledge:

- Different forms of energy (renewable and nonrenewable).
- How can energy be converted or transformed.
- How to use colors, shapes, and symbols to show energy in artwork.



	<p>Skills:</p> <ul style="list-style-type: none">• Create artwork showing energy being used or transformed (e.g., wind turbines, solar panels).• Use symbols, lines, and colors to represent movement and energy.• Explain what the artwork shows about energy and how it helps humans.
PE	<p>Conceptual Understanding: Students will learn how to play badminton during this unit by learning the rules and regulations, history, and impact it has around the world. We will investigate how we apply energy all the time in sports to items that we kick, hit, throw, etc.</p> <p>Knowledge: Students will use the knowledge that they have learned in class and connect to PE on how energy is transferred and how athletes conserve energy. They will use the information they learned from badminton and apply it into their skills.</p> <p>Skills: Students will focus on footwork, strategizing, and hand-eye coordination. They will learn to use both backhand and forehand hitting movements while keeping their body balanced. They will apply the knowledge they have learned into their skills and keep repeating to improve them.</p>
Spanish	<p>Conceptual Understanding: Students understand that energy makes movement, light, and communication</p>



possible, and they can describe these ideas using simple Spanish vocabulary. Students recognize that different Spanish-speaking communities use natural energy sources in unique ways that influence daily life.

Knowledge:

Students will know energy-related vocabulary, verbs related to energy and action. Cultural examples of energy use in Spanish-speaking countries.

Skills: Students will form short Spanish sentences explaining how energy is used. Identify and describe simple energy examples and cultural practices using visuals and Spanish vocabulary.

Library

Conceptual Understanding:

Knowledge:

Skills: