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

Trimester 1	
Theme	
Who We Are: Emotional Well-Being	
Central Idea	
Understanding and expressing our emotions helps us build healthy relationships with ourselves and others	
In this unit we will…	
Understand how emotions manifest in our thoughts, bodies, and actions Explore healthy ways to express and process feelings Develop skills for positive communication and conflict resolution	
ELA	**Conceptual Understandings** Literature and personal narratives help us explore and understand emotions, providing language and perspectives to express our feelings and connect with others' experiences. **Knowledge** Vocabulary for describing emotions and relationships, text features in books about feelings and social situations, and writing structures for personal reflection and communication. **Skills** Reading comprehension of emotion-focused texts, writing personal narratives and reflective pieces about feelings, and discussing emotions and relationships through speaking and listening.

Math	**Conceptual Understandings** Comparing, rounding, and calculating with multi-digit whole numbers helps us analyze emotional data, track wellness patterns, and make mathematical sense of our relationships and self-care practices. **Knowledge** Place value concepts for organizing emotional survey data, rounding and estimating strategies for wellness measurements, and multi-digit addition and subtraction procedures for calculating changes in well-being over time. **Skills** Comparing and contrasting numerical data about emotions and relationships, rounding and estimating quantities related to self-care activities, and adding and subtracting multi-digit numbers to solve problems involving emotional well-being scenarios.
UOI (Social Studies)	**Conceptual Understandings** Indigenous peoples of Washington have traditional knowledge systems that connect emotional well-being to relationships with land, community, and cultural practices passed down through generations. **Knowledge** Traditional Indigenous approaches to emotional expression through oral histories and art, seasonal rhythms and their connection to emotional wellness, and Indigenous methods of conflict resolution and community healing. **Skills**

	Exploring connections between land and emotions through mapping activities, participating in traditional circle practices for communication, and learning Indigenous approaches to stress relief through games, ceremonies, and wisdom keeper guidance.
Performing Arts	Conceptual Understanding: • Understand what it means to be part of an ensemble • Understand how Laban Movement is used to explain how movement is created. Knowledge/Vocabulary: Ensemble, laban cube, flick, dab, press, punch, wring, float, glide, slash, space, time, weight Skills: • Collaboration • Active Listening • Spatial Awareness • Body Awareness • Reflective Thinking
Visual Art	**Conceptual Understanding** Self-portraiture is a tool for self-reflection and emotional expression. By creating a self-portrait and incorporating symbols and visual imagery, students communicate aspects of their identity, emotions, and well-being. **Knowledge** Students will learn about portraiture and how artists use symbols to represent emotions and personal identity. They will explore how colors, shapes, and imagery convey meaning, and they

	will study the elements and principles of art. Students will also learn techniques in composition and shading to enhance the expression of their ideas. **Skills** Students will create a self-portrait that incorporates symbols reflecting their emotions and sense of self. They will apply the elements and principles of art, practice shading and composition techniques, make intentional choices about color, line, and imagery, and use visual language to communicate personal meaning. Students will reflect on their artistic decisions and explain how their work expresses the central idea of emotional well-being.
PE	**Conceptual Understandings:** Students will understand that how they feel impacts how they play, move, and interact with others. They will see that emotions are a normal part of teamwork and competition, and that showing empathy and kindness helps build positive relationships. They will also recognize that healthy choices—both physical and emotional—support overall well-being. **Knowledge:** Students will learn that physical activity can influence emotions, such as how exercise can reduce stress or increase happiness. They will explore the connection between body signals (like a fast heartbeat or tense muscles) and emotions such as excitement, nervousness, or frustration. They will also learn strategies like breathing, stretching, or taking a pause to manage their feelings during games or challenges. They will work in teams by focusing on communicating, being principled, open-minded, and balanced. **Skills:** Students will practice noticing and naming their emotions during activities. They will develop self-management skills by using strategies to calm down, stay focused, or encourage themselves when facing challenges. They will strengthen social skills such as cooperating with peers, resolving conflicts respectfully, and supporting others when they feel upset or discouraged.

Spanish	**Conceptual Understating:** Students understand that language helps them express their emotions, needs, and identities in healthy and respectful ways. **Knowledge:** Students will know basic Spanish vocabulary related to greetings, colors, numbers, verbs adjectives and words to describe emotions and feelings. **Skills:** Students will be able to use simple sentences to communicate their emotions, describe themselves, and interact politely with peers in Spanish.
UOI (Science)	**Conceptual Understandings** Living things have specialized structures and senses that help them survive and thrive and understanding how our own bodies work helps us explore our identity and maintain our well-being. **Knowledge** Plant and animal structures that support survival, human sensory systems and nervous system functions, and how adaptations help different organisms meet their basic needs for survival. **Skills** Observing and comparing biological structures across different organisms, conducting experiments to test how senses and body systems work, and researching how adaptations connect to survival and identity.
Tech	**Lesson Focus** Students will explore how words impact emotional well-being and how responsible digital citizenship requires using words that are respectful, kind, and supportive.

Conceptual Understandings

Words have the power to build up or tear down emotional well-being.

Our online actions are part of “who we are” and reflect our values.

Digital citizenship means choosing words that create safe, respectful spaces online.

Knowledge

Students will know:

The difference between positive, neutral, and hurtful online communication.

How online comments, posts, or messages affect emotional well-being.

Strategies for responding to unkind words online.

Skills

Students will be able to:

Recognize how words impact emotions.

Practice using language that supports others’ well-being.

Apply digital citizenship by choosing respectful communication online.

	Reflect on how their words represent their identity and values.
Library	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: • 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 & 2	
Theme	
How We Express Ourselves: Marketing	
Central Idea	
Media influences how we think, feel, and act.	
In this unit we will…	
Exploring various media forms (TV, radio, websites, social media, advertisements, movies) and identifying their specific purposes Analyzing techniques media producers use (color, music, images, language) to create emotional responses and convey messages Examining how different media messages are designed for specific demographics and how creators craft content to achieve desired impact	
ELA	**Conceptual Understandings** Reading and writing about media helps us understand how creators use different techniques to influence audiences and how we can make thoughtful choices about media consumption. **Knowledge**

	Text features in media literacy resources, vocabulary for media types and persuasive techniques, and writing structures for analyzing cause and effect relationships in media influence. **Skills** Reading about media creation and influence, writing analyses of how media messages are crafted for specific purposes, and discussing connections between media techniques and their effects on audiences.
Math	**Conceptual Understandings** Understanding multi-digit multiplication and division helps us analyze numerical data in media, interpret statistics and surveys, and make informed decisions about media claims. **Knowledge** Place value concepts for multi-digit numbers, multiplication and division algorithms and strategies, and mathematical vocabulary for explaining computational thinking and problem-solving processes. **Skills** Solving multi-digit multiplication and division problems using various strategies, interpreting numerical data presented in media sources, and communicating mathematical reasoning when analyzing media statistics and claims.
UOI (Social Studies)	**Conceptual Understandings** Reading and writing about Pacific Northwest exploration helps us understand how explorers and indigenous peoples expressed different perspectives about the same events and how these accounts influence our understanding of history. **Knowledge**

	Text features in historical documents and maps, vocabulary for exploration and cultural contact, and writing structures for comparing multiple perspectives and creating historical timelines. **Skills** Reading primary and secondary sources about Pacific Northwest exploration, writing analyses of different viewpoints on cultural contact, and discussing how geography and resources influenced exploration decisions and outcomes.
Performing Arts	Conceptual Understanding: • Understand how the Laban efforts can be used to express different emotions and characters • Understand how movement can be used to understand others Knowledge/Vocabulary: Laban efforts, Laban cube, flick, dab, punch, glide, float, slash, press, wring, expression Skills: • Body Awareness and control • Critical Thinking • Movement vocabulary • Spatial Awareness • Deeper emotional and character connection
Visual Art	**Conceptual Understanding** Artists and media creators use visual elements—such as color, imagery, and design—to influence how people think and feel. Art can be a powerful tool to communicate messages, shape opinions, and evoke emotions.

	Knowledge • Understanding how media and advertisements use visual elements to communicate ideas and emotions. • Knowing the elements and principles of design (color, balance, composition, contrast, typography). • Recognizing how visuals can target specific audiences and convey moods or messages. **Skills:** • Selecting and combining colors, images, and text to create a clear visual message. • Designing a poster that expresses a theme, story, or idea effectively. • Reflecting on and explaining design choices and how they impact the audience. • Giving and receiving constructive peer feedback to refine visual communication.
PE	**Conceptual understanding**: Students will understand that sports bring out emotions from us, and we have the ability to manage them in a positive manner. Sports can be a way for a student to express themselves and become a part of their identity. Learning how to express ourselves in a positive manner to others in a variety of situations (winning, losing, etc.) **Knowledge**: Students will learn different strategies on how to regulate and express themselves in a positive way. They will see examples of sportsmanship and how we should adopt it to provide positive experience to all we interact with. **Skills**: Students will work on their sportsmanship skills, ways to communicate in a team setting, and using the strategies we've learned to regulate ourselves in sports.

Spanish	**Conceptual Understanding:** Students will understand that language and culture shape how people express identity, emotions, and traditions within their communities. **Knowledge:** Students will know vocabulary related to greetings, feelings, emotions, adjectives, verbs, school materials, and classroom expectations. **Skills:** Students will compare traditions from different Spanish speaking countries, recognize contributions of important Hispanic individuals and demonstrate cultural awareness through presentations and projects.
UOI (Science)	**Conceptual Understandings** Students will understand that media relies on the scientific principles of light, sound, and patterns to capture attention and communicate messages effectively. They will see how humans process sensory information through the brain, shaping how we think, feel, and respond to media. They will also recognize that the engineering design process—defining problems, designing solutions, testing, and refining—is central to how media messages are created and improved, and that patterns in visuals, sounds, and data are powerful tools for transferring information and influencing behavior. **Knowledge** Students will know that light reflects off objects and enters the eye to make sight possible, that sound travels in waves and can be used in jingles or messages, and that patterns in sound and visuals help communicate information. They will learn the steps of the engineering design process and how it applies to creating ads and posters, including testing and revising based on feedback. Students will also gain key vocabulary such as *light, sound, waves, reflection, pattern, design, influence, audience,* and *feedback* to support their understanding of how media connects to science. **Skills** Students will be able to develop and use models to explain how light and sound support communication, and to identify and analyze patterns in media that transfer information. They

	will define design problems, generate and compare solutions, and apply the engineering design process to create and refine advertisements. They will plan and conduct simple tests, such as peer surveys or feedback sessions, to evaluate the effectiveness of their media products and revise their work accordingly. Finally, students will communicate their ideas and findings clearly using both visual and oral presentation skills.
Tech	**Lesson Focus** Students will use Scratch to design an interactive story or animation that markets a product, service, or cause using multimedia (text, images, audio) to create a persuasive message. **Conceptual Understandings** Marketing tells a story that connects products or ideas to people's needs and emotions. Scratch is a tool for creating interactive marketing content. Multimedia enhances audience engagement and persuasion. Effective marketing blends creativity with strategy. **Knowledge** Students will know: Marketing basics: product, target audience, message, call-to-action (CTA). Storytelling in marketing: problem → solution → benefits. How to use Scratch features (sprites, backdrops, sounds, text).

	Branding principles (logos, slogans, design consistency). **Skills** Students will be able to: Define a target audience and marketing goal. Create a simple marketing plan. Use Scratch blocks to animate, add text, and integrate sounds/images. Build a logical, persuasive story sequence. Share and explain how their project appeals to an audience.
Library	

Trimester 2
Theme
Where We Are in Place and Time: Technological Evolution
Central Idea
Technology has changed the way people learn and solve problems, affecting how we live and connect with others around the world.
In this unit we will…

Compare old and new ways of doing everyday tasks Investigate how technology changes the way people learn new skills and access information Explore how technology connects solutions from one field to solve problems in another field	
ELA	**Conceptual Understandings** Reading and writing about technological evolution helps us understand how human needs drive innovation and how communication through various texts reveals the connections between past, present, and future problem-solving. **Knowledge** Text features in informational books about inventions and technology, vocabulary for describing technological change and innovation, writing structures for explaining cause and effect relationships, and language patterns for comparing past and present solutions. **Skills** Reading informational texts about inventors and technological developments, writing explanatory texts about how technology has changed daily life, discussing connections between human needs and technological solutions, and presenting research about how technology affects communication and relationships.
Math	**Conceptual Understandings** Understanding fractions and mixed numbers helps us recognize how precise measurements and proportional thinking are essential for technological innovations and problem-solving throughout history. **Knowledge** Fraction concepts and equivalencies, mixed number representations and conversions, and mathematical vocabulary for describing parts of wholes in technological contexts and measurements. **Skills**

	Solving problems involving fractions and mixed numbers using various strategies, applying fractional thinking to analyze technological measurements and designs, and communicating mathematical reasoning when exploring how technology uses precise calculations.
UOI (Social Studies)	**Conceptual Understandings** Territory formation and treaty-making involve complex negotiations between different groups of people, where geographic features, government structures, and cultural perspectives shape how boundaries are created and how agreements affect communities over time. **Knowledge** Washington Territory formation process and timeline, treaty-making procedures between tribal nations and the United States government, territorial government structure including governors and legislatures, geographic features that influenced boundary decisions, and vocabulary for describing political agreements, territorial boundaries, and governmental relationships. **Skills** Comparing different perspectives on boundary creation and treaty agreements, investigating how geographic features influenced political decisions, and evaluating the lasting impacts of territorial formation on different communities and their relationships with the environment.
Performing Arts	Conceptual Understanding: • Understand how to create a story using only movement • Be able to describe how movement can be used in storytelling. Knowledge/Vocabulary: Laban efforts, Laban cube, flick, dab, punch, glide, float, slash, press, wring, beginning, middle, end Skills: • Communication Skills • Emotional Intelligence • Audience Awareness • Observational Skills

	• Creative Thinking
Art	**Conceptual Understanding** • Artists can represent technological change through creative design. • Art can show how machines and robots help humans solve problems. • Visual design communicates *functions*, *purpose*, and *innovation*. **Knowledge** • Parts of a robot (sensors, movement parts, tools, power source). • How technology has evolved (old vs. modern tools and inventions). • How artists use shapes, lines, and forms to design machines. • Introduction to *concept art* and *design sketches* in technology fields. **Skills** • Sketch and design a robot with a clear purpose or function. • Use shapes, lines, and shading to show structure and movement. • Add labels to explain how robot parts work. • Create a final artwork showing the robot helping humans or solving a problem. • Reflect on the design choices and explain the robot's function.
PE	**Conceptional Understanding**s: Students will understand the soccer evolved over the years with the help of technology to help improve the sport and make it accessible. How the game has connected people across the globe and made its impact on many cultures.

	Knowledge: Students will understand roles and responsibilities, the rules of the sport, and how to play responsible. They will learn about the history of soccer and how it changed over time. **Skills**: Students will learn and improve their dribbling, passing, and kicking skills. They will work on using both sides of their feet and using both feet to do the skills learned in class. They will continue to work on teamwork skills such as communication, strategizing, and sharing responsibilities.
Spanish	**Conceptual Understanding:** Students understand that technology changes overtime and influences how people communicate and share information across cultures. **Knowledge:** Students will know personal pronouns in Spanish, the forms and uses of the verbs *ser* and *estar*, and expanded vocabulary including verbs, adjectives and nouns. **Skills:** Students will be able to use personal pronouns, *ser* and *estar* to describe people, places and technological changes in simple sentences.
UOI (Science)	**Conceptual Understandings** Students will understand that technology has continuously evolved to meet human needs and solve problems, shaping the way people live, learn, and connect with others across time and place. They will recognize that innovations build on past discoveries, and that technological change brings both opportunities and challenges. Students will also understand that the design process—defining a problem, creating solutions, testing, and refining—is central to technological evolution, and that responsible and ethical choices guide how technology influences society. **Knowledge** Students will know that technology includes tools, systems, and processes that extend human capabilities. They will learn how communication technologies have changed from letters and printing presses to digital devices and social media, and how learning has shifted with new tools such as computers and online platforms. Students will know that technology can solve problems in fields such as medicine, transportation, and engineering, and that inventors throughout

	history have used creativity and design to meet human needs. They will also become familiar with the engineering design cycle, global variations in access to technology, and the responsibilities of using technology safely and ethically. **Skills** Students will be able to investigate and compare technologies across time, identify cause-and-effect relationships in how tools solve problems, and analyze the impact of technology on learning and human connection. They will apply the engineering design process by defining problems, generating and comparing possible solutions, and testing or refining simple designs. Students will conduct research on inventors and innovations, interpret data about technology use, and communicate their findings clearly through presentations, debates, posters, or digital media. They will also practice collaboration, critical thinking, and ethical decision-making as they reflect on the role of technology in shaping societies and envision possibilities for the future.
Tech	**Lesson Focus** Students will use Scratch to design an interactive story or animation that markets a product, service, or cause using multimedia (text, images, audio) to create a persuasive message. **Conceptual Understandings** Marketing tells a story that connects products or ideas to people's needs and emotions. Scratch is a tool for creating interactive marketing content. Multimedia enhances audience engagement and persuasion. Effective marketing blends creativity with strategy. **Knowledge**

	Students will know: Marketing basics: product, target audience, message, call-to-action (CTA). Storytelling in marketing: problem → solution → benefits. How to use Scratch features (sprites, backdrops, sounds, text). Branding principles (logos, slogans, design consistency). **Skills** Students will be able to: Define a target audience and marketing goal. Create a simple marketing plan. Use Scratch blocks to animate, add text, and integrate sounds/images. Build a logical, persuasive story sequence. Share and explain how their project appeals to an audience.
Library	

Trimester 2	
Theme	
How We Organize Ourselves: Food Journey	
Central Idea	
Food systems involve many people and processes working together to grow, transport, and deliver food from farms to our tables.	
In this unit we will…	
Explore different methods of growing, raising, and harvesting food Investigate transportation, processing, and packaging systems Understand how our food choices affect farmers, communities, and the environment Explore ways to reduce food waste and make sustainable choices	
ELA	**Conceptual Understandings** Reading and writing about food systems helps us understand how many people and processes are connected in bringing food from farms to our tables, and how our communication as consumers can influence responsible choices throughout the food journey. **Knowledge** Text features in informational books about farming and food production, vocabulary for describing food systems and agricultural processes, writing structures for explaining sequential processes and cause-and-effect relationships, and language patterns for expressing opinions about food choices and sustainability. **Skills** Reading informational and procedural texts about food production and distribution systems, writing explanatory texts about the journey of specific foods from farm to table, discussing connections between food choices and their effects on communities and environment, and researching and presenting information about responsible food consumption practices.

Math	**Conceptual Understandings** Decimals help us understand and analyze food systems by representing precise measurements in cooking and agriculture, calculating food costs and prices, and comparing data about food production, transportation distances, and consumption patterns from farm to table. **Knowledge** Decimal place value including tenths and hundredths, decimal notation for money and measurements, equivalent relationships between fractions and decimals, and mathematical vocabulary for describing precise quantities in food production, pricing, and nutritional contexts. **Skills** Calculating food costs and comparing prices using decimal operations, measuring ingredients and agricultural yields with decimal precision, analyzing food waste and consumption data represented as decimals, and solving problems about transportation distances and food distribution using decimal measurements.
UOI (Social Studies)	**Conceptual Understandings** Settlement patterns and community development are shaped by geographic features, natural resources, and climate, while immigration brings diverse cultural groups who adapt to new environments and create communities that reflect both geographic opportunities and the economic challenges they face. **Knowledge** Washington Territory geography including mountains, rivers, and climate zones, immigration patterns and cultural groups that settled in different regions, vocabulary for describing settlement types and geographic influences, economic factors affecting community development, and understanding of how technology and transportation affected settlement decisions. **Skills**

	Analyzing maps and primary sources to trace immigration and settlement movements, comparing urban and rural community development patterns, investigating how geographic features created opportunities and challenges for different cultural groups, and evaluating economic factors that influenced where and how various communities were established.
Performing Arts	Conceptual Understanding: • Understand how dance can be used as way to communicate and pass down a culture's history • Understand why a culture would decide to continue an oral history versus a written tradition Knowledge/Vocabulary: Hula, oral tradition, kumu, myths, narrative, cultural identity, institutional memory Skills: • Cultural Sensitivity and Appreciation • Symbolic Thinking • Empathy and Connection • Non-Verbal Communication
Visual Art	**Conceptual Understanding** • Art can communicate processes and systems such as the journey of food. • Visual storytelling helps us understand connections between people and the environment. **Knowledge** • The stages of the food journey: growing, harvesting, transporting, packaging. • How artists show sequences, cycles, and movement.

	• Environmental ideas in art: sustainability, waste reduction. **Skills** • Creating a visual sequence or cycle of artwork showing the journey of food. • Designing posters or illustrations that promote sustainable choices. • Using drawing, collage, or mixed media to show steps, movement, and connections.
PE	**Conceptual Learning:** • Systems and roles in team activities help groups function. • Rules and structures support fair play and safety. • Leadership and responsibility impact team success. • Go over healthy eating habits and nutrition. **Knowledge:** • Team roles (offense, defense, coach, referee). • Basic game structures and why rules exist. • How teams organize strategies to achieve goals. • Students will work on comparing the nutritional value of common food items and see how it impacts the body. **Skills:** • Taking on rotating roles within small-sided games. • Organizing equipment and stations responsibly.

	• Collaborating with peers and discussing healthy habits and looking for information on nutritional facts.
Spanish	**Conceptual Understanding:** Students will understand food systems-how food is grown, transported, and prepared-connect communities around the world. They recognized that language supports communications about needs, routines, and cultural practices related to food. **Knowledge:** Students will know Spanish vocabulary for foods, meals, food categories, and places where food is bought or eaten, along with related verbs and adjectives. They will know the forms and uses of the verb *ir*, expressions to talk about going places and structures used to order, describe, and discuss food. **Skills:** Students will be able to discuss food preferences, describe food items, and use *ir* to talk about where they go to get or eat food. They will participate in conversations about food routines, role-play ordering food, and compare food traditions across cultures using key Spanish vocabulary.
UOI (Science)	**Conceptual Understandings** Students will understand that food systems are complex networks made up of people, processes, and technologies working together to provide food for communities. They will recognize that each stage of the food journey—growing, transporting, storing, distributing, and consuming—depends on organization and cooperation. Students will also understand that the way food is produced and managed has an impact on the environment, and that communities have a responsibility to make sustainable and ethical choices about food use, waste, and resources. **Knowledge** Students will know that food originates from plants and animals, and that farmers and food producers use different methods to grow, harvest, and prepare food. They will learn about how

	food is transported locally and globally, how it is stored and preserved to prevent spoilage, and the roles that different people play in the food system, such as farmers, drivers, vendors, and consumers. Students will also explore how technology has changed food systems over time, how global trade affects the food we eat, and why reducing food waste and conserving resources is important for the health of people and the planet. **Skills** Students will be able to map and describe the stages of the food journey, identify the roles of people involved, and explain how different processes connect to form a system. They will analyze cause-and-effect relationships, such as how farming practices or food waste affect communities and the environment. Students will practice systems thinking by designing their own model of a food system and use the engineering design process to propose solutions for transporting, distributing, or reducing waste. They will also develop research, collaboration, and communication skills by collecting data, participating in role plays, presenting findings, and reflecting on their own responsibilities within food systems.
Library	

Trimester 3
Theme
How the World Works: Simple Machines
Central Idea
Simple machines help people solve problems and make work easier by changing the direction or amount of force needed to complete tasks.
In this unit we will...
Identify levers, pulleys, wheel and axle, inclined planes, wedges, and screws and their parts

Discover levers, pulleys, wedges, screws, inclined planes, and wheel and axle systems in tools, toys, and household items Design solutions to real problems using combinations of the six simple machines	
ELA	**Conceptual Understandings** Reading and writing about simple machines helps us understand how scientific explanations describe the function and causation of mechanical systems, and how clear communication connects complex ideas about force and efficiency to everyday problem-solving. **Knowledge** Text features in informational books about simple machines and inventions, vocabulary for describing mechanical advantage, force, and efficiency, writing structures for explaining how things work and cause-and-effect relationships, and language patterns for giving step-by-step instructions and scientific explanations. **Skills** Reading informational and procedural texts about simple machines and their applications, writing explanatory texts about how levers, pulleys, and other machines change force and direction, discussing connections between simple machines and everyday tools, and researching and presenting information about how simple machines solve real-world problems.
Math	**Conceptual Understandings** Conversions, measurement, area, and perimeter help us understand and design simple machines by calculating the dimensions of machine parts, measuring forces and distances, and determining the efficiency of mechanical systems through precise mathematical analysis. **Knowledge**

	Standard and metric units for measuring length, weight, and capacity in machine design, conversion relationships between different measurement units, area and perimeter formulas for rectangular and irregular shapes, and mathematical vocabulary for describing measurements, dimensions, and mechanical calculations. **Skills** Measuring and converting units when designing and building simple machines, calculating area and perimeter of machine components and work surfaces, solving problems involving force and distance measurements in lever and pulley systems, and analyzing measurement data to determine mechanical advantage and efficiency in simple machine applications.
UOI (Social Studies)	**Conceptual Understandings** Economic development involves using natural resources, creating trade relationships, and developing specialized industries, where geography and available labor shape how communities grow economically while creating both positive opportunities and negative consequences for different groups and the environment. **Knowledge** Washington's natural resources including forests, fish, minerals, and agricultural land, economic vocabulary for describing trade, specialization, and resource development, major industries such as logging, fishing, mining, and agriculture, transportation networks that supported economic growth, and understanding of how economic development affects communities and environments differently. **Skills** Analyzing how geography and natural resources influenced Washington's economic development, comparing positive and negative impacts of resource industries on different communities, investigating trade relationships and economic interdependence in the Pacific Northwest, and evaluating how transportation networks and human capital investment contributed to economic specialization and productivity.

Performing Arts	Conceptual Understanding: • Understand how to interpret a piece of art and bring it to life using your own ideas, perspective and skills while still respecting the original work • Understand how to work with others to create a piece of art together Knowledge/Vocabulary: Creative process, voice, perspective, transformation, recontextualization, theme, narrative, interpretation Skills: • Creativity and Innovation • Problem Solving • Adaptability and Resilience • Accountability • Emotional Intelligence • Project Management
Visual Art	**Conceptual Understanding** • Art can show how machines work and how they solve problems. • Designers use drawings to plan inventions and communicate mechanical ideas. **Knowledge** • The six simple machines: lever, pulley, wheel and axle, inclined plane, wedge, screw. • How artists and engineers use diagrams, cross-sections, and labels. • How to visually show motion and mechanical parts.

	Skills • Sketching and designing a simple machine invention. • Using labeled diagrams to show how the machine works. • Reflect on how design choices improve function or make tasks easier.
PE	**Conceptual Understandings**: Students will learn about the game of basketball and understand its global impact. They will learn the history of basketball and how it has changed over time with the help of simple machines and problem solving. Students will also dive into the importance of creating a healthy routine that focuses on exercising and sleeping to help their overall well-being. **Knowledge**: Students will be able to know the roles and responsibilities of each player on the team and how to work alongside one another on offense and defense. Students will utilize their prior knowledge on teamwork to work with one another. Students should have a basic understanding of the rules and regulations of the sport. **Skills**: Students will demonstrate their hand and eye coordination by dribbling the ball and using both hands at a time. Passing and shooting skills will be utilized. Students will use their strategies to work together. Students will be able to talk about the importance of having a healthy routine that focuses on sleeping and exercising.

Spanish	**Conceptual Understanding:** Students will understand that simple machines and transportations systems help people travel and move objects efficiently. They will recognize that learning travel-related language allows them to communicate needs, roles, and routines in different real-world contexts. **Knowledge:** Students will know Spanish vocabulary related to the airport, transportation, and community jobs. They will know structures for writing and reading simple sentences, including basic connectors and common verbs used when traveling. **Skills:** Student will be able to describe how they travel, identify jobs related to transportation, and use airport vocabulary in short conversations and sentences.
UOI (Science)	**Conceptual Understandings** Students will understand that simple machines change the direction or amount of force needed to do work, making tasks easier to complete. They will see that simple machines are found in everyday tools and environments, and that many complex machines are built by combining simple machines. Students will also understand that humans use machines as solutions to problems, applying scientific principles of force and motion to improve daily life. **Knowledge** Students will know that there are six types of simple machines: lever, pulley, inclined plane, wheel and axle, wedge, and screw. They will learn how each type works, the forces involved, and examples of where these machines are found in daily life. Students will also know that simple machines are often combined to form compound machines, and that these systems are designed to solve practical problems. Key vocabulary will include *force, work, load, effort, fulcrum, friction, inclined plane, lever, pulley, wedge, screw, wheel and axle,* and *compound machine*. **Skills**

	Students will be able to identify and classify simple machines in their surroundings and describe how they make work easier. They will conduct hands-on experiments to test how changing variables, such as ramp length or fulcrum placement, affect the force required to move an object. Students will compare and contrast the functions of different machines, record and communicate observations, and apply the design process to create their own simple machine models. They will also practice problem-solving, collaboration, and presentation skills as they reflect on how simple machines improve human life.
Library	

Trimester 3	
Theme	
Sharing the Planet: Climate Patterns	
Central Idea	
Climate patterns shape the way people live, and communities develop unique ways to adapt to and work with their natural environment.	
In this unit we will…	
Explore characteristics of tropical, desert, temperate, and polar climates Examine how climate influences housing, clothing, food, and daily activities Explore how communities use natural resources and plan for seasonal changes	
ELA	**Conceptual Understandings** Reading and writing about climate patterns helps us understand how descriptive language explains the form of different environments, how cause-and-effect structures show what

	creates various climates, and how communication connects us to diverse communities and their unique adaptations. **Knowledge** Text features in informational books about climate and geography, vocabulary for describing weather patterns, climate types, and environmental adaptations, writing structures for comparing and contrasting different regions, and language patterns for explaining cause-and-effect relationships between geography and climate. **Skills** Reading informational texts about tropical, desert, temperate, and polar climates and their characteristics, writing descriptive and explanatory texts about how communities adapt to different environmental conditions, discussing connections between climate patterns and human lifestyles, and researching and presenting information about how geography influences weather and seasonal changes.
Math	**Conceptual Understandings** Angles, line segments, polygons, symmetry, tables, and line graphs help us analyze and represent climate patterns by measuring and displaying weather data, understanding geometric designs in climate-adapted architecture, and organizing information about how different regions and communities respond to environmental conditions. **Knowledge** Angle types and measurement vocabulary, line segment properties and relationships, polygon classification and symmetry characteristics, table organization for climate data, line graph components and interpretation skills, and mathematical language for describing geometric patterns in climate-adapted structures and natural formations. **Skills**

	Measuring angles in weather instruments and architectural designs adapted to different climates, identifying line segments and polygons in traditional housing and clothing from various climate regions, finding symmetry in natural climate patterns and cultural adaptations, organizing climate data in tables, and creating line graphs to show temperature and precipitation changes across seasons and regions.
UOI (Social Studies)	**Conceptual Understandings** Statehood and government structures create frameworks for civic participation where citizens exercise rights and responsibilities through democratic processes, and understanding how historical events shaped Washington's government helps us participate effectively in current community and political decisions. **Knowledge** Washington statehood process and timeline, Washington State Constitution including Article I rights, structure of state government including branches and functions, civic vocabulary for describing democratic principles and government processes, relationship between tribal governments and state government, and understanding of citizenship rights, responsibilities, and participation methods. **Skills** Analyzing the Washington State Constitution and government structure, comparing historical and modern civic participation methods, investigating the ongoing relationship between tribal sovereignty and state government, evaluating how citizens can influence government through voting and community involvement, and applying historical learning to understand and address current community and political issues.
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
Art	**Conceptual Understanding** • Art can show how climate shapes the way people live. • Artists use color, texture, and imagery to represent environments and adaptations. **Knowledge** • Features of different climates: tropical, desert, temperate, polar. • How artists use the elements of art (color, line, texture) to show weather and climate. • Cultural adaptations in housing, clothing, and daily life. **Skills** • Create artwork representing a specific climate using appropriate colors and textures. • Show how people adapt their homes, clothing, or activities to the environment. • Explain artistic choices and what they communicate about climate patterns
PE	**Conceptual Understanding**: Students will learn how to play volleyball and badminton in this unit. They will learn the history of the two sports and how they have changed over time. Students will see that these two sports can be played outdoors and how they fit with their unit

	of climate patterns by seeing how warm regions tend to play outdoors and help build community united by that sport. **Knowledge**: Students will know the rules and regulations of the game. They will be able to perform different hand and eye coordination with their hands and racquet. They will go over how to strategize for each game. **Skills**: Hitting the volleyball with open hands, with their forearm, and open palm. In badminton, students will learn how to swing and hit the birdie with a racquet while keeping up with their footwork.
Spanish	**Conceptual Understanding:** Students will understand that climate patterns influence how people live, travel, and make choices about shelter and daily activities. They recognized that exploring Spanish-speaking countries helps them appreciate how geography, climate and culture shape communities around the world. **Knowledge:** Students will know vocabulary lodging and places to stay when traveling, along with words for weather and climate conditions. They will know the names and locations of Spanish-speaking countries and general information about what daily life and traditions are in those regions. **Skills:** Student will be able to describe where they might stay when traveling, compare climate in different places, and share weather-related information using complete sentences
UOI (Science)	**Conceptual Understandings** Students will understand that climate is different from daily weather and can be observed as patterns that vary across the world. They will recognize that these climate patterns influence ecosystems, human lifestyles, and community development. Students will also understand that people and communities adapt to their environments in unique ways, and that technology

	and innovation help reduce the impacts of extreme weather and climate change. Finally, they will see that human actions affect the environment, and that communities have a responsibility to find solutions that promote sustainability and resilience. **Knowledge** Students will know that weather describes short-term conditions while climate refers to long-term patterns. They will learn about the main climate zones of the Earth, the characteristics of each, and how these zones affect plants, animals, and human activities. They will know that extreme weather events such as storms, floods, or droughts are natural processes that impact people and the environment, and that communities use tools, technology, and resources to adapt. Students will also learn that human use of natural resources affects the Earth's climate and that solutions like renewable energy, conservation, and sustainable practices can help protect our planet. **Skills** Students will be able to observe and record local weather patterns, interpret maps and data to identify global climate zones, and explain how climate influences ecosystems and human life. They will analyze cause-and-effect relationships between climate, human choices, and environmental change. Students will apply problem-solving skills to design simple solutions that help communities adapt to climate challenges, using the engineering design process. They will communicate their findings through presentations, posters, or models, and reflect on their responsibilities as individuals and communities in caring for the Earth's resources.
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