



First Grade Program of Inquiry & Curriculum Map

PY 2025–2026

Trimester 1	
Theme	
Who We Are	
Central Idea	
Our behaviors and actions influence how we connect, cooperate, and grow as individuals and communities.	
In this unit we will...	
Explore how behavior and actions affect individuals and communities. Discover how physical, social, and emotional health are related. Relate how our choices and actions can make a difference.	
ELA	<p>Conceptual Understanding: Through the texts, students will learn how behavior, rules, and roles help a group or community work well. They will explore how their actions affect others, what it means to be a good citizen, and how showing kindness, responsibility, and leadership can help a group succeed.</p> <p>Knowledge: Students will be able to communicate how behavior, rules, and roles help a group or community work well. They will understand that their actions can impact others and will be able to describe both positive and negative effects. Students will learn what it means to be a good citizen and recognize the importance of showing kindness, responsibility, and</p>



	<p>leadership. They will also be able to demonstrate ways to work well with others and contribute to a successful and caring group or community.</p> <p>Skills: Students will build reading skills such as predicting, asking and answering questions, and clarifying meaning. In writing, they will use structured sentences and the writing process to express their ideas clearly.</p>
Math	<p>Conceptual Understanding: Students will be able to identify and analyze the place value of each digit in 3-digit numbers. They will recognize that numbers can be represented in multiple ways to communicate meaning. They will build connections between numbers by comparison, modeling, and solving problems using addition and subtraction within 20.</p> <p>Knowledge: The students will develop a deeper understanding of numbers, their structure, and how they are related. Students will gain an understanding of the patterns that exist within numerical operations by exploring these concepts and extending their thinking. Knowledge will be gained by exploration using math manipulatives, pictorial representations, and then abstract thinking. Through this process students will deepen their understanding of the inverse relationship between addition and subtraction.</p> <p>Skills: Representation of numbers in various forms, digits, words, expanded form, parts and whole, place value, pictorial representations, equations, and comparisons. Application of skills learned to real world problem solving.</p>
UOI	<p>Conceptual Understanding: Our behaviors, choices, and actions contribute to our social, emotional, and physical well-being, and influence how we connect, cooperate, and grow as individuals and communities.</p> <p>Knowledge: First graders will learn and understand that their actions such as: being kind, having a positive attitude, staying healthy, and working with others, are connected and help</p>



them feel good about themselves. When they take care of their body, mind, and relationships, they can build friendships and help create a caring and supportive community.

Skills: Throughout the unit, students will cultivate key Approaches to Learning (ATL) skills, specifically Self- Management Skills, like cooperation, goalsetting, and responsibility, and Social Skills, such as recognizing emotions, resolving conflicts, and building positive relationships. With Self-Management Skills, students will practice making informed choices, setting personal and group goals, and cooperating effectively to accomplish tasks and solve problems. Meanwhile, through Social Skills, they will learn to identify and regulate their emotions, resolve conflicts respectfully, and foster positive, empathetic relationships with others. Together, these skills will support students' growth as individuals and enable them to contribute to a caring, supportive classroom community.

Performing Arts

Conceptual Understanding: Performing Arts Can Express Ideas About Who We Are as a Community

Students will understand that music, drama, and movement help us share our stories, traditions, and values as a community. They will learn that through performance, people can show cooperation, kindness, and respect for one another. Performing arts allow individuals to celebrate what makes their community unique while also recognizing how everyone works together to create a sense of belonging. Students will explore how performing helps communicate identity, culture, and shared experiences within their classroom and beyond.

Knowledge: Rhythms and Stories Related to a Community

Students will explore songs, rhythms, and stories that represent different aspects of community life. They will learn how rhythms can reflect the pace of daily activities, celebrations, and teamwork. Through stories, they will discover how people in a community help each other, solve problems, and take care of their surroundings. Students will connect



music and storytelling to real-life examples of community members and traditions that build unity a cooperation.

Skills: Performing for an Audience and Role-Playing Community Members

Performing for an Audience: Students will learn how to present their work with confidence, using clear voices, expressive movement, and focus. They will practice audience etiquette, understanding how both performers and audience members contribute to a respectful and supportive environment.

Role-Playing Community Members: Students will take on roles such as teachers, firefighters, doctors, artists, or helpers in short scenes that show how different people contribute to a community. They will use movement, dialogue, and imagination to express each role's responsibilities and importance. This experience will help them understand empathy, teamwork, and the value of every community member.

Art

Conceptual Understanding: Students understand that art helps us represent, celebrate, and inspire our communities. They recognize that the elements of line, shape, and color form the foundation of artistic expression and that different types of lines and colors can communicate mood, emotion, and meaning. Students also learn that artists use materials, techniques, and cultural influences to express personal interests, questions, and ideas.

Knowledge: Students know the first three elements of art, color, shape, and line, and how these elements work together to create expressive lettering, abstract landscapes, and emotional artwork. They learn that different lines (jagged, curved, wavy) and colors can communicate feelings, that landscapes can be realistic or abstract, and that artworks from diverse cultures and artists (Amrita Sher-Gil, Huang YuXing, Shirezeh Housiary, Lauren Hom) can inspire new ways of creating. Students also understand the concept of symmetry and how it can be used in printmaking, such as pumpkin prints.



Skills: Students can brainstorm collaboratively to generate multiple artistic approaches, support peers' artistic decisions, and explore their personal interests using a variety of materials (crayons, oil pastels, tempera paint, watercolors, twistables). They can create expressive lettering, differentiate between realistic and abstract landscapes, and use lines and colors to communicate emotion. Students can also apply symmetry to printmaking projects and use breathing techniques inspired by “My Magic Breath” to connect artmaking with emotional regulation.

PE

Conceptual Understanding:

- Movement involves changing direction and speed safely.
- Being active and eating healthy foods are important for overall health and growth.

Knowledge:

- Locomotor movements (walking, running, jumping, hopping).
- Safe use of space and equipment.
- Basic understanding of healthy foods that give the body energy.
- Personal and social responsibility during play.

Skills:

- Move safely and smoothly in different directions and speeds.
- Use locomotor skills with control and coordination.
- Identify healthy food choices that help the body grow strong.
- Follow directions and show respect during activities.



Science

Conceptual Understanding: Students understand that time and natural forces shape the physical world, influencing how landforms are created and how communities and ecosystems develop. They recognize that maps are tools that help us connect real-world landscapes to patterns in elevation, evidence of change, and stories about how the Earth has transformed over time. Students use deductive reasoning to interpret geographic evidence, form opinions, and explain how both nature and human activity affect the Earth—sometimes positively, sometimes negatively.

Knowledge: Students know that Earth’s surface is shaped by forces of nature and human actions; that landforms can form quickly or slowly; and that topographical features provide clues about how landscapes were created. They explore the idea that our state’s landforms were shaped by natural processes over time, learn key geographic vocabulary, and investigate how elevation patterns show the shape and formation of landforms. Students also understand that their own created landforms can be located and interpreted on a Washington State topographic map.

Skills: Students develop research skills by gathering and interpreting visual data from maps, models, and topographical sources. They practice thinking skills by observing elevation patterns, identifying cause-and-effect relationships, and using deductive reasoning to draw conclusions about landform formation. They apply communication skills by describing landforms using precise geographic vocabulary, explaining their reasoning to peers, and asking and answering questions about key details. Students also demonstrate agency by constructing meaning, forming opinions, and creating their own landforms based on evidence and patterns they observe.

Spanish

Conceptual Understanding: Language connects people within and across communities.



	<p>Knowledge: Review vocab from Kinder, colors, numbers, greetings, alphabet, and phonetics, etc.</p> <p>Skills: Spanish Phonetics, Speaking simple phrases, listening comprehension, and basic greetings.</p>
Library	<p>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:</p> <ul style="list-style-type: none">• 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
Theme
How we organize ourselves
Central Idea
Understanding Earth’s systems and how maps communicate about our planet helps us recognize our impact and responsibility as global citizens.



In this unit we will...

Discover physical features and systems of the Earth

Explore how maps represent Earth's features and information

Relate our responsibility to care for the Earth through the choices we make

ELA

Conceptual Understanding: Through engaging in reading and collaborative discussions, students will develop the ability to listen attentively and communicate respectfully, learning how to resolve disagreements constructively. They will gain an appreciation for diverse perspectives and recognize that story characters, much like real people, make mistakes, face challenges, and learn from their experiences. The texts offer valuable opportunities for students to reflect on the author's message and important life lessons. Thus, fostering empathy, personal growth, and social awareness. By connecting with characters' journeys, students will understand how literature can guide thoughtful decision-making and support emotional and ethical development.

Knowledge: Students will acquire knowledge of effective listening skills and strategies for respectful conflict resolution. They will learn to identify and appreciate different viewpoints, understanding that people's experiences shape how they see the world. Through reading stories, students will gain insight into how characters' actions and mistakes lead to growth, helping them grasp the concept of learning from experiences. Additionally, they will develop the ability to recognize key messages, themes, and moral lessons in texts, deepening their understanding of human behavior, empathy, and ethical reasoning.

Skills: Students will strengthen their reading comprehension by applying key strategies such as making predictions, asking and answering questions, monitoring their understanding, and clarifying meaning as they read. They will also develop the ability to make inferences, identify the author's purpose, recognize elements of drama, and understand different points of view. In writing, students will learn to express their ideas clearly and effectively, using the writing process to plan, organize, and revise their thoughts into well-structured sentences and



paragraphs. These literacy skills will support their ability to communicate their understanding of the texts and concepts explored through reading, discussion, and reflection.

Math

Conceptual Understanding: Students will build a strong conceptual foundation in mathematics through hands-on exploration and visual models. They will begin with three-digit addition and subtraction without regrouping, using place value blocks, discs, and charts to deepen their understanding of number structure and place value. As students progress to problems that involve regrouping, these concrete tools will help them visualize and internalize the process, including subtracting across zeros. In measurement, students will explore length using both metric and U.S. customary units, comparing units like centimeters and inches to develop a sense of scale and reasonableness in measurement. Their understanding of multiplication and division will grow through the use of equal groups, arrays, and drawings. Multiplication will be introduced as repeated addition, and students will come to understand that the order of factors does not change the product (commutative property). Division will be taught conceptually through sharing and grouping, helping students grasp how numbers can be broken apart and distributed in different ways.

Knowledge: Students will gain essential mathematical skills and vocabulary as they work through the unit. They will practice three-digit addition and subtraction, advancing from mental math and horizontal equations to formal algorithms that require regrouping. They will also measure objects to the nearest inch, foot, centimeter, or meter and learn to identify which units are appropriate for different contexts. Although both metric and U.S. customary systems will be used, students will not convert between them. In multiplication and division, students will learn to recognize and solve problems involving equal groups, using terms like “sharing” and “grouping”.

Skills: Throughout the unit, students will develop a range of mathematical skills that support both fluency and problem-solving. They will practice accurate and efficient strategies for three-digit addition and subtraction, including regrouping in the ones and tens places, including across zeros. Students will apply these skills to solve real-world word problems and



explain their reasoning using mathematical language. In measurement, they will learn to estimate and measure lengths using appropriate tools and units, recording their findings to the nearest unit. As they explore multiplication and division, students will strengthen their ability to model problems with drawings, arrays, and manipulatives, gradually moving from concrete to abstract thinking. They will also develop strategies for recognizing patterns, applying properties such as the commutative property of multiplication, and using related facts to solve division problems. Collaborative activities, games, and practice with number facts will further support the development of speed, accuracy, and confidence in their mathematical skills.

UOI

Conceptual Understanding: In this unit, students build a foundational understanding of Earth's natural systems and the ways people interact with them. By exploring key components such as the atmosphere, land, water, and living things, students begin to understand how these ecological systems function and how they influence human life, including where and how people live. The concept of interconnectedness is central, as students learn that social systems, like communities and cities, are shaped by and dependent on the natural world. Through this exploration, they also begin to understand how physical geography, such as landforms and bodies of water, affect people's choices and lifestyles. The unit encourages students to think about the impact of human actions on the environment and the importance of making responsible choices to care for the planet.

Knowledge: Students gain essential knowledge about Earth's systems, including the atmosphere, land, water, and living things, and how these systems are connected to human life. They learn to identify and describe major landforms and bodies of water, beginning to understand how these natural features influence where people live and how they use available resources. Mapping skills are also introduced, as students learn to read, interpret, and create simple maps using symbols and basic directional language. Through conservation-focused lessons, students explore the human impact on the environment and learn how everyday choices, such as recycling and saving water, can help protect natural



resources. Together, these concepts build a strong foundation for understanding the dynamic relationship between ecological and social systems.

Skills: Throughout the unit, students develop key Approaches to Learning (ATL) skills, especially in Thinking Skills and Communication Skills. They apply critical thinking skills as they explore how natural systems and landforms influence human behavior, make observations, compare environments, and draw conclusions. Mapping activities help students practice spatial thinking and understand how to organize and represent geographical information. Communication skills are developed as students share their ideas and discoveries through discussions, map presentations, drawings, and writing. They learn to communicate their understanding of how people interact with the environment and how small actions, like recycling or conserving water, can make a difference. These activities help build confidence, encourage curiosity, and foster a sense of responsibility as global citizens.

Performing Arts

Conceptual Understanding: Music and Drama Can Express Ideas About Social and Ecological Systems

Students will discover that the arts are powerful tools for communicating how people live in harmony with or impact the environment. They will learn that rhythm, movement, and character can represent natural cycles, weather patterns, and the balance between humans and nature. By using sound, movement, and storytelling, students express how communities depend on landforms, adapt to challenges, and care for the Earth. The integration of music and drama helps students think creatively about sustainability, cooperation, and the interconnectedness of ecosystems and societies.

Knowledge: Story Mapping and Role-Playing Landforms.

Students will explore different types of landforms (mountains, rivers, valleys, plains, islands, deserts, etc.) through storytelling and dramatization. They will create story maps that show how landforms connect to human and animal life, illustrating how people adapt to and



interact with the environment. Through role-playing, students will embody elements of nature such as rivers flowing, mountains standing tall, or wind moving across the land to build an understanding of the Earth's surface and its relationship to living systems.

Skills: Landform Tableaux, Adaptation Skits, and Soundscape Theatre.

Students small groups to create frozen scenes (tableaux) that represent different landforms. They will use body shapes, levels, and spatial awareness to show scale, elevation, and texture such as a mountain range or a flowing river.

Students will perform short skits showing how people, plants, or animals adapt to different environments. These skits will include dialogue, movement, and problem-solving to highlight cause-and-effect relationships within ecosystems.

Using voices, instruments, and body percussion, students will create soundscapes that represent various landforms or weather events such as ocean waves, desert winds, or rainforest rain. These performances will help students connect sound with setting, emotion, and environmental awareness.

Art

Conceptual Understanding: Students will learn about a variety of artists throughout the world and understand that art is varied and reflects the culture and environment that it comes from: IE- the subjects like animals often reflect the area where people live.

Knowledge: Students will learn how to use the design process to plan out 3D clay holders, they will celebrate Lunar New Year's year of the horse, and Valentines Day with culturally relevant projects.

Skills: Students will practice clay sculpture techniques, drawing, cutting and painting. Students will learn how to say "I Love You" in their home language/s. Students will practice reflecting on their artistic process and improving through practice.



PE

Conceptual Understanding:

- Students understand that equipment and objects can be used safely and purposefully in games.
- Students understand that cooperating and organizing with others helps games work.

Knowledge:

- Types of equipment/objects used in P.E. (balls, bean-bags, cones).
- Rules and protocols for safe equipment usage.
- Roles of cooperation, taking turns, and working with classmates.

Skills:

- Control objects (e.g., catch, throw, roll) and use equipment safely.
- Participate in small-group or partner activities, showing cooperation.
- Apply safe practices (e.g., retrieving equipment, storing gear, working in shared space).
- Follow class protocols and respect others during organized play.

Spanish

Conceptual Understanding: Learning to organize ourselves in time and place

Knowledge: Calendar and mapping; Vocab about the calendar, days of the week, months of the year, Vocab on places around the world and city; mapping how to give and receive directions, how to say where you're from.

Skills: Spanish phonetics, speaking simple phrases, basic greetings and listening comprehension. Creating conversations and planning using the calendar in Spanish. How to give and receive directions



Trimester 2

Theme

How we express ourselves

Central Idea

The design process shows how we think of ideas, solve problems, and try new solutions.

In this unit we will...

Discover how different parts of the design process connect to create an effective solution.

Reflect on ways people express ideas and perspectives through design.

Explore how creativity and imagination influence the function of designed solutions.

ELA

Conceptual understanding: Students will recognize that texts are often written to share ideas, values, and important life lessons. They will explore the concept that stories convey meaningful messages and that characters, like real people, experience challenges, make mistakes, and grow. Through these stories, students will learn that many characters demonstrate qualities of leadership, such as responsibility, courage, and kindness. By recognizing these leadership qualities in characters, students can better understand what it means to be a good leader in their own lives. This insight helps develop empathy, self-awareness, and inspires students to take on leadership roles within their classroom and school community.

Knowledge: Students will gain knowledge about story elements, including character traits, motivations, and the consequences of actions. They will explore how authors use characters to represent different qualities, such as honesty, courage, or determination. By reading a variety of stories and texts, students will learn to identify common themes and lessons. This



unit will also introduce the idea that leadership qualities, such as responsibility, kindness, fairness, and perseverance—are often demonstrated by characters in stories, providing models for students’ own behavior and decision-making.

Skills: Through reading, discussion, and reflection, students will build key literacy and social-emotional skills. They will practice analyzing character actions and motivations, identifying story messages, and making text-to-self connections. Students will also work on recognizing leadership traits in story characters and begin identifying these traits within themselves. This encourages them to apply what they’ve learned by making positive choices, taking responsibility, and being thoughtful members of their classroom and school communities.

Math

Conceptual understanding: In this unit, students will develop a strong understanding that multiplication and division are related operations used to describe equal groups, repeated addition, and sharing. Students will explore the idea that multiplication facts can be represented in different ways, such as arrays, groups, and number lines, and that division is a way of breaking apart or sharing those groups equally. They will understand that the facts for 2, 5, and 10 form the foundation for mastering all other multiplication and division facts. As they work with models and real-world contexts, students will build a conceptual understanding of how multiplication and division connect to each other and to everyday problem-solving.

Knowledge: Students will learn the basic multiplication and division facts for 2, 5, and 10, recognizing patterns and relationships within and between these sets of facts. They will understand the meaning of each operation, including key vocabulary such as factor, product, quotient, group, and array. Students will also learn to use visual models like arrays, bar models, number lines, and manipulatives to represent and solve multiplication and division problems.

Skills: Students will develop the ability to recall and apply multiplication and division facts for 2, 5, and 10 with increasing speed and accuracy. They will use strategies such as skip



counting, repeated addition, and making equal groups to solve problems. Students will practice creating and interpreting arrays and bar models and use manipulatives to model equal sharing and grouping. They will also explain their reasoning and problem-solving steps, which will strengthen their mathematical communication skills and reinforce a deep, conceptual grasp of how multiplication and division work.

UOI

Conceptual understanding: Students will explore how the design process allows people to creatively express ideas, solve real-world problems, and share diverse perspectives. Through observation, questioning, and testing, students will understand that the form and function of a tool or object are closely connected. Students will use their knowledge of simple machines to discover how these devices help make work easier and are commonly used in everyday life. They will apply this understanding to design a model of a playground, thinking critically about how creativity, function, and community needs come together in design. This process will help them understand how people express ideas through design, how solutions can reflect multiple perspectives, and how imagination can lead to meaningful, functional outcomes.

Knowledge: Students will gain knowledge of the engineering design process, including identifying problems, asking questions, gathering information, and designing solutions using models and drawings. They will learn how the shape and material of an object affect its function, and how simple machines, such as levers, inclined planes, pulleys, and wheels, are used in real-world structures like playgrounds.

Students will also explore how communities make decisions, how diverse viewpoints shape those decisions, and how people depend on and modify their environment to meet their needs. Using this knowledge, students will create imaginative and functional playground models that reflect both scientific principles and social considerations.

Skills: Throughout this unit, students will develop and apply a variety of Approaches to Learning (ATL) skills to support their inquiry and design work. Using Thinking Skills, students



will ask, “How can I use what I know in new ways to solve a problem?” as they explore how simple machines function and how they can be used creatively in playground structures. They will apply what they've learned about levers, pulleys, inclined planes, and other simple machines to develop original solutions and test their ideas through hands-on modeling. Students will also use Research Skills, asking, “What do I need to learn before I start designing my solution?” They will gather and organize information about simple machines, materials, and community needs to support the design of their playground model. As students work through the engineering design process questioning, investigating, designing, building, and improving they will strengthen their ability to think critically, apply knowledge in new contexts, and communicate their ideas clearly and confidently.

Performing Arts

Conceptual Understanding: Students understand that expressing ideas in performing arts and technical design involves creativity, problem-solving, and exploration. They learn that both art and design allow them to communicate emotions, stories, and solutions while working individually or with others. The process of designing and performing helps students see that mistakes and experimentation are part of learning and discovering new possibilities.

Knowledge:

- How the design process guides planning, creating, and improving performances or technical designs.
- How different elements of performing arts (movement, music, voice, staging) express ideas and emotions.
- How technical design elements (sets, props, costumes, sound, and lighting) support and enhance a performance.
- That ideas can be communicated in multiple ways, both visually and through performance.

Skills:



- Brainstorm and plan ideas for a performance or technical design.
- Experiment with different solutions to challenges in acting, movement, music, or set/prop design.
- Collaborate with peers to create a cohesive performance or design project.
- Use feedback to refine and improve their performance or technical creation.
- Present performances or designs confidently to an audience.

Art

Conceptual Understanding: Students will practice the design process by practicing various ways of understanding radial symmetry. Students will build off their knowledge of compass making to create radial symmetry snowflakes with ice paint and paint Mandalas inspired by traditional Indian designs.

Knowledge: Students will see how each week's art project builds off the next, adding to our world map of artists and adding different skills and perspectives. Students will know how contributing to and visiting our school wide art gallery adds to the school community and builds our appreciation of art and culture.

Skills: Students will practice drawing, painting, cutting and 3D creating. Students will also reflect on their artwork and discuss with classmates.



PE

Conceptual Understanding:

- Equipment and objects can be used safely and purposefully in games.
- Working together helps us organize games and stay safe.
- Making healthy choices keeps our bodies strong and ready for activity.

Knowledge:

- Safe use of equipment (balls, cones, beanbags).
- Rules and routines for shared play.
- Simple health habits (hydration, rest, hygiene, balanced meals).

Skills:

- Control objects (throwing, catching, rolling) with accuracy and safety.
- Demonstrate cooperation and teamwork in group activities.
- Practice daily habits that help the body stay healthy.
- Follow class protocols and respect others during games.

Spanish

Conceptual Understanding: Mapping and sentence building

Knowledge: Vocab on places around the world and city; mapping how to give and receive directions, how to say where you're from. Components of a sentence and how to build a sentence.

Skills: Spanish phonetics, speaking simple phrases, basic greetings and listening comprehension. How to give and receive directions. How to build a sentence appropriately in Spanish.



Science

Conceptual Understanding: Students understand that Earth is made up of interconnected natural systems, such as landforms, bodies of water, weather, and erosion, that are constantly changing over time. They recognize that these systems interact with one another and shape the world we live in.

Knowledge: Students know that weather patterns, erosion, and the water cycle are Earth systems that influence the formation and transformation of the planet's surface. They learn that these processes shape landforms, affect habitats, and impact how both humans and animals live.

Skills: Students develop thinking skills by observing patterns of erosion, examining the relationship between weather and land changes, and analyzing human impact on landscapes. They build research skills by gathering information from texts, images, and other sources about how erosion affects habitats and communities. Students strengthen communication skills by using precise geographic and scientific vocabulary to explain the causes and effects of erosion and to describe changes in the environment.

Trimester 2-3

Theme

How the world works

Central Idea

The forms of matter and how they change help us understand our world.

In this unit we will...

Investigate the properties of matter (Form)

Explore how the world is made up of matter (Function)



Discover that one state of matter can change to another (Change)

ELA

Conceptual understanding: Students will develop an understanding of the dynamic nature of weather and its impact on daily life and communities. They will explore how weather patterns change over time, from day to day and across seasons. They will also notice how these changes influence human experiences, behaviors, and stories. In addition, students will explore the idea that every person has a unique and valuable story, shaped by their environment, challenges, and personal experiences. By reading texts about important individuals, students will begin to recognize how people's lives are molded by their experiences. These stories may reflect events and feelings that students themselves have experienced, helping them make meaningful personal connections and realize that their own stories matter, too.

Knowledge: Students will gain foundational knowledge about different types of weather, including common weather conditions such as sun, rain, snow, and wind, as well as extreme weather events like hurricanes and blizzards. They will learn how weather can be observed, measured, and described, and how it changes with the seasons. Alongside scientific exploration, students will engage with narrative and biographical texts featuring important people whose lives were shaped by their environments and experiences. These stories will help students understand how personal and historical events are often deeply influenced by external factors like weather and place, and how these factors contribute to a person's growth and identity.

Skills: By the end of the unit, students will be able to observe and describe daily and seasonal weather changes using accurate and descriptive vocabulary. They will practice comparing weather patterns and discussing how weather affects people and communities. As they engage with a variety of informational and narrative texts, students will strengthen their reading comprehension by identifying cause-and-effect relationships and synthesizing information from different parts of a text to draw conclusions. They will learn how to recognize and use key text features, such as headings, captions, and diagrams, and understand how informational texts are organized to support meaning. Additionally,



	<p>students will develop their ability to express ideas clearly through speaking and writing, as they reflect on their own experiences and connect them to the stories and lives of others.</p>
Math	<p>Conceptual understanding: In this unit students will focus on mental math. Students will discover the relationships between numbers and the principles behind arithmetic operations. Strategies such as number bonds allow learners to see how numbers can be broken down and recombined, fostering a deeper comprehension of addition and subtraction. This foundational insight encourages students to view math as an interconnected system, enabling them to apply concepts more flexibly and confidently to various problems.</p> <p>Knowledge: Mental math involves building a strong foundation of number sense and internalized arithmetic facts. Techniques like making tens help students recognize key number combinations and understand how numbers interact, which supports quicker and more accurate calculations. This knowledge reduces dependence on written methods, empowering students to perform calculations mentally and with ease, promoting greater mathematical fluency.</p> <p>Skills: The skills developed through mental math include improved speed, accuracy, and problem-solving ability. The use of visual models such as bar diagrams supports learners in translating abstract problems into concrete representations, making complex calculations more approachable. Regular practice of these mental strategies strengthens students' agility in manipulating numbers and applying operations efficiently, making math more intuitive and accessible.</p>
UOI	<p>Conceptual understanding: In this unit, students will deepen their conceptual understanding of matter and its role in the world around them. They will explore the idea that everything is made up of matter, and that matter exists in different states, solid, liquid, and gas. By observing and investigating various materials, students will learn that matter can be categorized based on its physical properties, such as texture, color, flexibility, and hardness.</p>



Through guided inquiry, they will also investigate how matter changes when it is heated or cooled and come to understand that there are reversible and irreversible changes. These scientific concepts help students build a foundation for understanding natural phenomena and everyday experiences.

Knowledge: Students will acquire key knowledge about the forms and functions of matter, specifically identifying the three states of matter, solid, liquid, and gas, and the characteristics that define each state. They will learn how physical properties can be used to classify materials and how changes in temperature can lead to changes in state, such as melting, freezing, or evaporation. Additionally, they will understand the difference between reversible and irreversible changes in matter. In social studies, students will develop knowledge about how individuals and groups construct arguments using evidence and reasoning, and how multiple points of view can influence decisions in a community. This knowledge will support their ability to think critically, make informed choices, and draw connections between science and society.

Skills: In this unit, students will develop key Approaches to Learning (ATL) skills, specifically focusing on Research Skills and Communication Skills. Through their research skills, students will observe and identify patterns in the properties and changes of matter and use evidence to support their understanding. They will also connect their scientific investigations with informational texts about weather, enhancing their ability to integrate knowledge from multiple sources. With communication skills, students will practice expressing their ideas clearly and effectively, using a variety of strategies to share their understanding of matter and its changes. Collaborative discussions and presentations will help them strengthen their ability to communicate scientific concepts both orally and in writing.

Performing Arts

Conceptual Understanding: Students understand that performing arts can show changes in matter and energy through movement, sound, and expression. They learn that they can explore how solids, liquids, and gases behave, as well as how materials can transform, by acting, moving, or creating sound. Performing arts allow them to represent natural



phenomena like melting, freezing, stretching, or flowing, helping them connect scientific concepts to creative expression.

Knowledge:

- The basic forms of matter: solids, liquids, and gases.
- How matter can change form, such as melting, freezing, dissolving, stretching, or crumbling.
- That sound, movement, and props can represent changes in matter.
- How observing and experimenting with materials can inspire ideas for creative performances.

Skills:

- Represent different forms of matter and changes using movement, gestures, and body shapes.
- Use voice, instruments, and sound effects to illustrate transformations like melting ice or blowing wind.
- Experiment with materials (fabric, paper, water, clay) to explore how they can change and create effects for performance.
- Work with peers to plan and perform short scenes or soundscapes that show matter changing.
- Reflect on how performing arts can communicate scientific ideas about matter and transformation.

Art

Conceptual Understanding: Students will learn about various artists like Jackson Pollock, Lee Krasner, and Mario Ramesh. Students will see how art can help us express our unit of



inquiry in projects such as drip umbrellas to represent rain and the water cycle and liquid watercolor paintings.

Knowledge: Students will know how to use a variety of materials including bleeding tissue paper to create weather related scenes and know how to fold paper into 3D shapes inspired by German American artist Nathalie Meibach.

Skills: Students will practice painting, drawing, and 3D painting techniques while experimenting with different materials and working collaboratively.

PE

Conceptual Understanding:

- Movement and games can express personal creativity and emotions.
- Healthy bodies and minds allow us to move freely and express ourselves.

Knowledge:

- Rhythmic and creative movement patterns (dance, balance, body shapes).
- Healthy lifestyle habits (active play, nutrition, rest).
- Emotional and physical well-being through movement.

Skills:

- Perform creative movement sequences with control, rhythm, and expression.
- Describe habits that help keep the body active and healthy every day.
- Make healthy choices that support energy and fitness.



- Show cooperation, respect, and confidence during expressive activities.

Spanish

Conceptual Understanding: How the world works through time, scheduling and

Knowledge:

Skills:

Science

Conceptual Understanding: Students understand that materials have observable properties that determine how they can be used and how they respond to change. They recognize that scientists study patterns in these properties to make predictions, solve problems, and select the best materials for specific purposes.

Knowledge: Students know that materials can be described and classified by properties such as color, texture, hardness, flexibility, and how they respond to water, heat, or pressure. They learn that different materials are better suited for different uses and that testing, comparing, and analyzing data helps determine which materials have the most appropriate properties for an intended purpose.

Skills: Students use thinking skills to identify patterns in material properties, predict how materials will behave, compare and sort objects, and draw conclusions based on investigations. They develop research skills by making systematic observations (using tools



like hand lenses, water tests, and heat tests), collecting data in charts and tables, asking testable scientific questions, and interpreting results from simple experiments. They strengthen self-management skills by handling tools safely, following step-by-step procedures, staying organized during investigations, and persisting when results are unexpected.

Trimester 3

Theme

Where we are in place and time

Central Idea

How Indigenous communities explain the world around them through art and stories

In this unit we will...

Methods indigenous people share art and stories (Connection)

Messages within art and storytelling (Perspective)

Resources indigenous communities used for art and stories (Form)

ELA

Conceptual understanding: Students will build a conceptual understanding of how living things, including both animals and humans, are shaped by and adapt to their environments. They will explore the idea that animals live in specific habitats, such as hot deserts, warm rainforests, and cool underwater ecosystems, because these environments provide the necessary resources for survival. Students will also examine how people and cultures develop in response to their environments and histories. By comparing animal adaptations with human cultural diversity, students will begin to understand the broader concept that the natural and social worlds are deeply interconnected, and that appreciating these differences is key to understanding the world around them.



Knowledge: Students will gain knowledge about various animal habitats and the unique characteristics that make each suitable for a specific species. They will learn how climate, vegetation, and geography influence what animals eat, how they move, and where they find shelter. In addition, students will explore the richness of human cultures, reading about traditions, customs, and values from around the world. Through these topics, students will come to understand that both nature and culture are diverse, complex, and worth protecting and celebrating.

Skills: Throughout the module, students will develop important thinking, communication, and literacy skills. They will practice reading and analyzing informational and narrative texts, drawing conclusions about how habitats support animal survival and how people express their cultural identities. They will work collaboratively to discuss ideas, share perspectives, and compare information across different sources. Students will also strengthen their research and observation skills as they explore the connections between environment and adaptation, both in animal and human cultures. These skills will help them engage thoughtfully with a diverse world and communicate their learning effectively through both speech and writing.

Math

Conceptual understanding: This unit deepens students' understanding of key mathematical ideas by connecting everyday experiences to abstract concepts. Students will learn about money, time, fractions, and graphing. They will explore the relationship between dollars and cents, seeing how money is composed of parts and wholes, just like numbers and fractions. In fractions, they'll learn that dividing a whole into equal parts creates smaller units, and that the size of a fraction depends on its denominator. When learning to tell time, students will develop a sense of how time moves and how to measure its passing. Through graphs, they'll understand that data can be organized and compared visually to tell a story or answer questions.

Knowledge: Students will learn the names and values of coins and dollar bills, and how to read amounts of money in dollars and cents. They will also be introduced to unit fractions, fractions with a numerator of 1, and learn how to name and compare them. In the time unit, they will identify the positions of the hour and minute hands on both analog and digital clocks and



understand the structure of a clock face. In data, students will learn how scaled picture graphs and bar graphs work, including how the scale represents larger numbers efficiently.

Skills: Students will practice counting, adding, and subtracting money amounts within \$10 using both mental math and standard algorithms. They will partition shapes into equal parts and compare unit fractions visually, noticing that as the denominator increases the size of the fraction decreases. Students will also learn to tell time to the exact minute and calculate elapsed time in both minutes and hours. As they work with data, they'll create and interpret bar graphs and picture graphs, using these tools to answer questions and compare data sets. Throughout the unit, students will build fluency by applying these skills in real-life contexts and visual models.

UOI

Conceptual understanding: This unit explores how Indigenous communities explain the world around them through rich traditions of art and storytelling. Students will develop a conceptual understanding of how culture, environment, and resources intertwine to shape these traditions. By investigating who the First Peoples are and how their location influences culture, learners will recognize that stories and art are not just creative expressions, but vital ways to share knowledge, preserve history, and connect with the natural world. The importance of natural resources, like the cedar tree and salmon for Northwest Coast Indigenous peoples, will highlight how closely culture and environment are linked, showing that traditions grow out of a deep respect for and reliance on the land.

Knowledge: Through hands-on experiences, students will understand that Indigenous communities use a variety of methods, such as oral storytelling, symbolic art, and natural materials, to share knowledge, traditions, and values. They will understand that elements like masks, pictographs, petroglyphs, and natural dyes are more than artistic expressions; they are meaningful representations of culture and identity. Students will also learn about the importance of the salmon in Northwest Coast Indigenous cultures, recognizing its role in both the ecosystem and community life. By exploring the structure and symbolism of creation stories, students will gain insight into how Indigenous peoples explain natural phenomena and cultural



beliefs. Overall, they will develop an understanding of how art and stories serve as powerful tools for communication, education, and cultural preservation within Indigenous communities.

Skills: In this unit, students will develop key communication and thinking skills as they explore how Indigenous communities explain the world through art and storytelling. They will learn to interpret and use information from a variety of sources, including oral stories, visual symbols, and written texts, to understand cultural messages and symbolism. Through group discussions, storytelling, and presentations, students will practice expressing their ideas clearly and respectfully in both written and visual forms. They will also use thinking skills to make connections between culture, location, and natural resources, analyzing how the environment shapes tradition. By evaluating the meaning behind traditional stories, totem poles, pictographs, and natural materials, students will deepen their understanding of Indigenous perspectives. These skills will support them in creating original works, such as their own creation stories or symbolic art, that reflect both personal expression and the cultural knowledge they have gained.

Performing Arts

Conceptual Understanding:

- Students understand that performing arts can help us share and explore cultural stories, traditions, and beliefs. They learn that Indigenous communities use storytelling, music, dance, and theatre to explain their experiences, the environment, and the world around them. Through performing arts, students can appreciate the perspectives of others and express their understanding of history, place, and culture creatively.

Knowledge:

- Indigenous communities share knowledge, values, and history through stories, songs, and performances.
- Key elements of storytelling, skits, readers theatre, and simple theatre techniques.
- How movement, voice, and sound can represent characters, events, and natural elements in stories.



- The importance of listening respectfully to different perspectives and cultural expressions.

Skills:

- Retell or perform Indigenous stories using skits, readers theatre, or short theatrical scenes.
- Use body movement, gestures, and voice to portray characters, animals, or natural elements.
- Collaborate with peers to plan, rehearse, and present performances.
- Express ideas about culture, history, and the environment creatively through performance.
- Reflect on and discuss what they learned about Indigenous knowledge and storytelling.

Art

Conceptual Understanding: Students will understand that a variety of different Native American tribes and bands expressed themselves artistically in different ways from local artists like Sean Peterson who carves Welcome statues to Matika Wilbur who captures photographs.

Knowledge: Students will know how to transfer what we learn about an artist like Juane Quick to See Smith's collages into our own collage work.

Skills: Students will practice a variety of artforms like drawing, painting and 3D creation. Students will continue to build on their skills of reflection, communication, and collaboration.



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.
- How 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:



	Knowledge: Skills:
Science	Conceptual Understanding: Knowledge: Skills:

Trimester 3	
Theme	
Sharing the planet	
Central Idea	
How living things coexist and depend on each other to live and grow on Earth	
In this unit we will...	
Structures and classifications of plants (Function) How plants contribute to life on Earth (Connection) Human impact on plants and animals (Responsibility)	
ELA	<p>Conceptual understanding: This unit introduces children to the concept of plant growth and the basic needs that allow plants to thrive. By exploring the life cycle of plants, children develop an understanding that plants, like people and animals, are living organisms that require specific conditions to survive and grow. This foundational idea encourages curiosity about the natural world and the relationships within it.</p> <p>Knowledge: Students will learn specific information about plants, including their characteristics as living things and the essential elements they need to live—such as air,</p>



water, and sunlight. Through engaging texts, they gain a clearer picture of how plants grow and the factors that influence their development. This knowledge helps deepen their appreciation for plant life and the environment.

Skills: As children engage with the units texts, they develop a range of reading and thinking skills. They will explore cause and effect relationships related to plant growth, identify and use informational text features (such as headings, captions, and diagrams), and understand how informational texts are organized. Students will also practice synthesizing information from multiple sources to form a complete understanding of how plants grow. These skills foster deeper comprehension and support students in becoming more effective readers and thinkers.

Math

Conceptual understanding: In this unit, students will deepen their understanding of measurement by exploring weight and capacity. They will learn that measurement involves using standard units to describe and compare physical quantities in meaningful ways. Through hands-on experiences, students will explore why consistent and standard units, such as grams, kilograms, pounds, liters, gallons, and quarts, are essential for accurately measuring and comparing weight and capacity. Additionally, students will begin investigating basic geometry concepts by classifying shapes, laying the groundwork for future study in spatial reasoning and geometric relationships.

Knowledge: Students will be introduced to standard units of weight (grams, kilograms, and pounds) and capacity (liters, gallons, and quarts), as well as the appropriate tools used for measuring these quantities. They will expand their mathematical vocabulary by learning and using terms such as “face,” “edge,” and “corner” when identifying two-dimensional shapes on three-dimensional objects. They will also gain knowledge of how shapes can be categorized into groups such as open, closed, and quadrilaterals, enhancing their ability to describe and reason about geometric properties.

Skills: Throughout the unit, students will develop practical skills by weighing objects using a



variety of scales and estimating weights of everyday items. They will practice adding and subtracting weights using standard units, as well as measuring, estimating, and comparing the capacity of different containers. Geometry skills will be reinforced as students identify and classify shapes based on their attributes and recognize 2-D shapes as parts of 3-D figures. These activities will build students' ability to apply measurement and geometry concepts to real-world situations with accuracy and confidence.

UOI

Conceptual understanding: Students explore how living things, especially plants and animals, depend on one another to survive and grow. Learning about the structures of plants and what they need, such as light, water, nutrients, and soil, students begin to understand how all living things are connected. They examine how the functions of plant parts contribute to the growth and life of the plant. This unit emphasizes the concept that living organisms do not exist in isolation but rely on balanced systems and each other to thrive on Earth.

Knowledge: Throughout the unit, students learn about important scientific concepts such as photosynthesis, pollination, and seed dispersal. They study how plants use chlorophyll, sunlight, and carbon dioxide to produce oxygen and energy. Vocabulary such as germinate, seedling, pollinator, and compost is introduced and used to deepen understanding. Students also explore how pollination occurs and why it is essential for plant reproduction. These topics help students connect plant processes to larger systems, including how plants support human and animal life.

Skills: Students develop key Approaches to Learning (ATL) skills, including Research Skills, such as observing, formulating questions, hypothesizing, and recording data, and Self-Management Skills, such as organization, responsibility, and taking action. Through hands-on investigations like seed germination, light experiments, and pollination modeling, students explore plant processes while strengthening observation, measurement, and documentation skills. In creative challenges (for example, designing a model to disperse seeds) they apply what they've learned to solve real-world problems. In the final writing task, they organize their thoughts and use evidence to support their opinion on why plants are



important. These experiences help students become stronger scientific thinkers and more effective communicators.

Performing Arts

Conceptual Understanding: Students understand that performing arts can show relationships between living things and their environments. Music, movement, and storytelling can represent how animals, plants, and humans interact and depend on each other. By creating and using instruments, students explore how sound and rhythm can symbolize natural processes, such as the flow of water, the growth of plants, or animal communication. Performing arts allow students to represent cooperation, interdependence, and the balance of ecosystems creatively.

Knowledge:

- How animals, plants, and humans depend on each other to survive and grow.
- How rhythm, sound, and movement can represent elements of nature and relationships between living things.
- That instruments can be created from everyday materials to make sounds that represent nature.
- How storytelling and music can help communicate ideas about coexistence and environmental care.

Skills:

- Create simple instruments using recycled or natural materials.
- Use movement, voice, and sound to represent animals, plants, or natural processes.
- Work together in small groups to perform music or skits showing relationships in nature.



	<ul style="list-style-type: none">• Experiment with sounds, rhythms, and patterns to communicate ideas about the environment.• Present performances that show understanding of how living things coexist and support each other.
Art	<p>Conceptual Understanding: Students will understand that artists like Anish Kapoor were inspired by color and 3D shapes, and that artwork can inspire our own work- like 3D pop up cactus drawings which an also connect to our unit of inquiry and plant life.</p> <p>Knowledge: Students will know about artists like Khatia Trehan from India who makes 3D digital artwork and how they can be inspired by her work to make their own 3D sculptures. Students will also know how to use materials like paint to make Renoir inspired floral arrangement still lifes.</p> <p>Skills: Students will practice skills such as drawing, painting, 3D folding, and sculpting. Students will continue to reflect on how to continuously improve, like the Design Process taught them in previous units. Students will practice working collaboratively and thinking innovatively.</p>
PE	
Spanish	
Science	