






VISIÓN DE VIDA

Nuestra visión es que los estudiantes de Vida Charter School:

- Estén a nivel, o a niveles avanzados, en todas las materias académicas 
- Sean Bilingües y bi-alfabetizados en inglés y en español 
- Sean compasivos hacia otros como ciudadanos globales 
- Sean solucionadores de problemas en un mundo real 
- Sean personas saludables de cuerpo y mente 

VIDA VISION

Our vision is that Vida Charter School students will be:

- At or above grade level in all subject areas 
- Bilingual and bi-literate in English and Spanish 
- Compassionate towards others as global citizens 
- Real world problem solvers 
- Of healthy body and mind 

Development Physical

7 years - Often keep eyes focused on small, close area; Writing is small; Can do quiet work for long periods; Increased physical coordination

8 years - Increased small and large motor coordination; Energetic; play hard, work quickly, tire easily; Able to focus on near and far; May have growth spurt

Language/Cognitive

7 years - Good at classifying, for example tasks that involve sorting; Learn new words quickly; enjoy writing stories; Listen well; speak precisely; Value accuracy and completion; Enjoy hands-on exploration

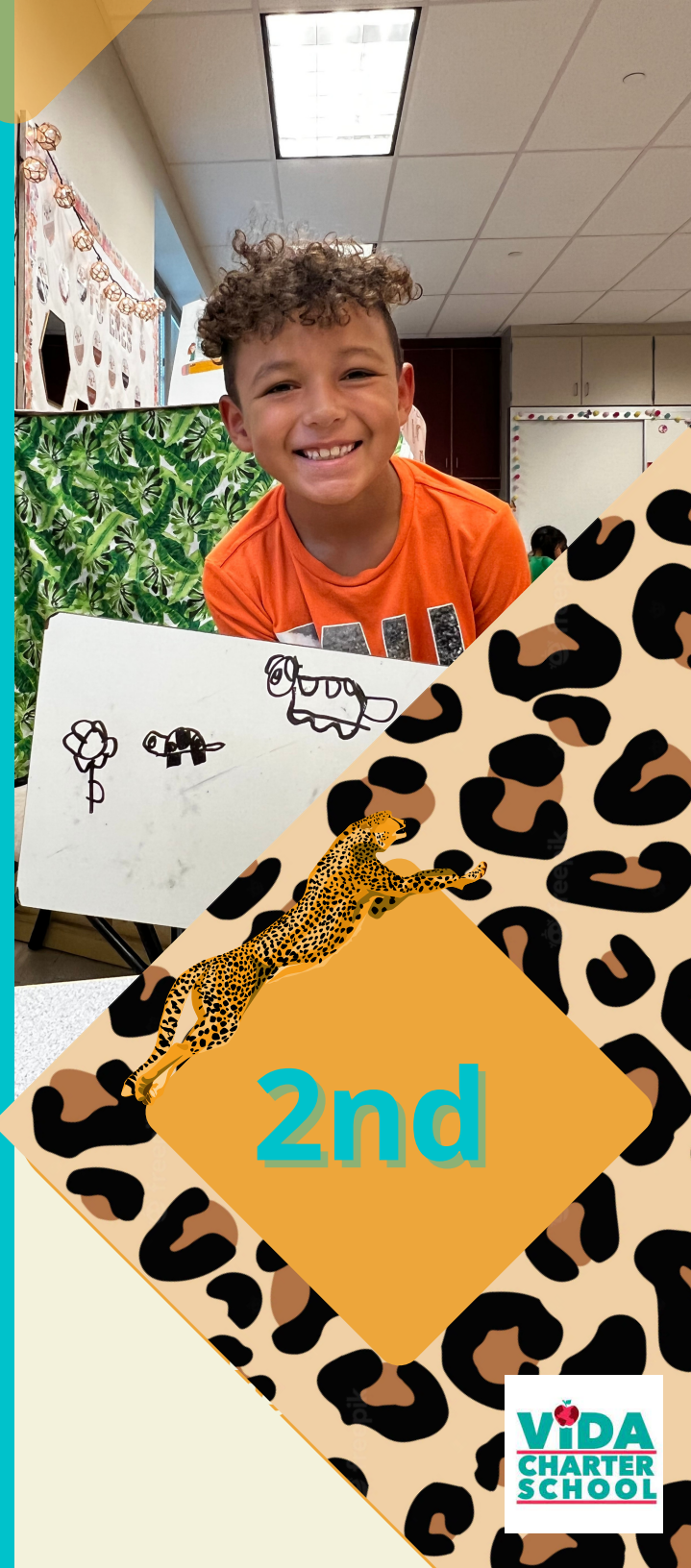
8 years - Industrious, impatient, and full of ideas; Often take on more than they can handle; Enjoy exploration but can be nervous about the world; Enjoy humor

Social/Emotional

7 years - Need rules, routines, physical boundaries; May be moody; Seek relationships and form close friendships; may change friendships quickly; Rely on adults for help and reassurance; Dislike taking risks or making mistakes

8 years - Adjust well to change; bounce back from disappointments Like to talk and explain ideas; Like to work in groups; Concerned with justice

Adapted from [Yardsticks: Children in the Classroom Ages 4-14](#), 3rd edition, by Chip Wood, CRS, 2007.



Spanish and Science

Unit 1: Design Better Products. How do we design better products to solve simple problems?

Unit 2: Solutions to Help Plants Meet Their Needs. What kinds of solutions can help plants meet their needs?

Unit 3: Solutions to Help Animals Meet Their Needs. How do plants and animals live together in diverse habitats?

Unit 4: Preventing Wind and Water from Changing the Land. How do we prevent wind or water from changing the land?

Unit 5: Author Study (Pat Mora). How do the systems we live in help us find our identity?

Mathematics

Unit 1: Sums and Differences to 100

Unit 2: Addition and Subtract of Length Units

Unit 3: Place Value, Counting, and Comparison of Numbers to 1,000

Unit 4: Addition and Subtraction Within 200 with Word Problems to 100

Unit 5: Addition and Subtract Within 1,000 with Word Problems to 100

Unit 6: Foundations of Multiplication and Division

Unit 7: Problem Solving with Length, Money, and Data

Unit 8: Time, Shapes and Fractions as Equal Parts of Shapes

English and Social Studies

Unit 1: Civics in My School and Community. How do people in different communities organize themselves to ensure the common good and to ensure the fair and equitable treatment of community members?

Unit 2: History of My Family, Community, and Neighborhood. How have my family, neighborhood and community been shaped by the past (people and events)?

Unit 3: Geography of My Local Community. What are the cultural and environmental characteristics of my community?

Unit 4: Economics of My Community. How does our local community members meet our needs and wants?

Unit 5: Government in My Local Area. What functions and services does our local government provide for members of our community?

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