



LITTLE ROCK  
CHRISTIAN ACADEMY







# **ELEMENTARY** **CURRICULUM** **GUIDE**

LITTLE ROCK CHRISTIAN ACADEMY





# TABLE OF CONTENTS

**THE STORY OF SCRIPTURE**.....5

**GRADE LEVELS**

— K3.....11

— K4.....15

— Kindergarten.....19

— First Grade.....29

— Second Grade.....41

— Third Grade.....51

— Fourth Grade.....63

**ENRICHMENT CLASSES**

Art.....73

Innovation.....79

Library.....85

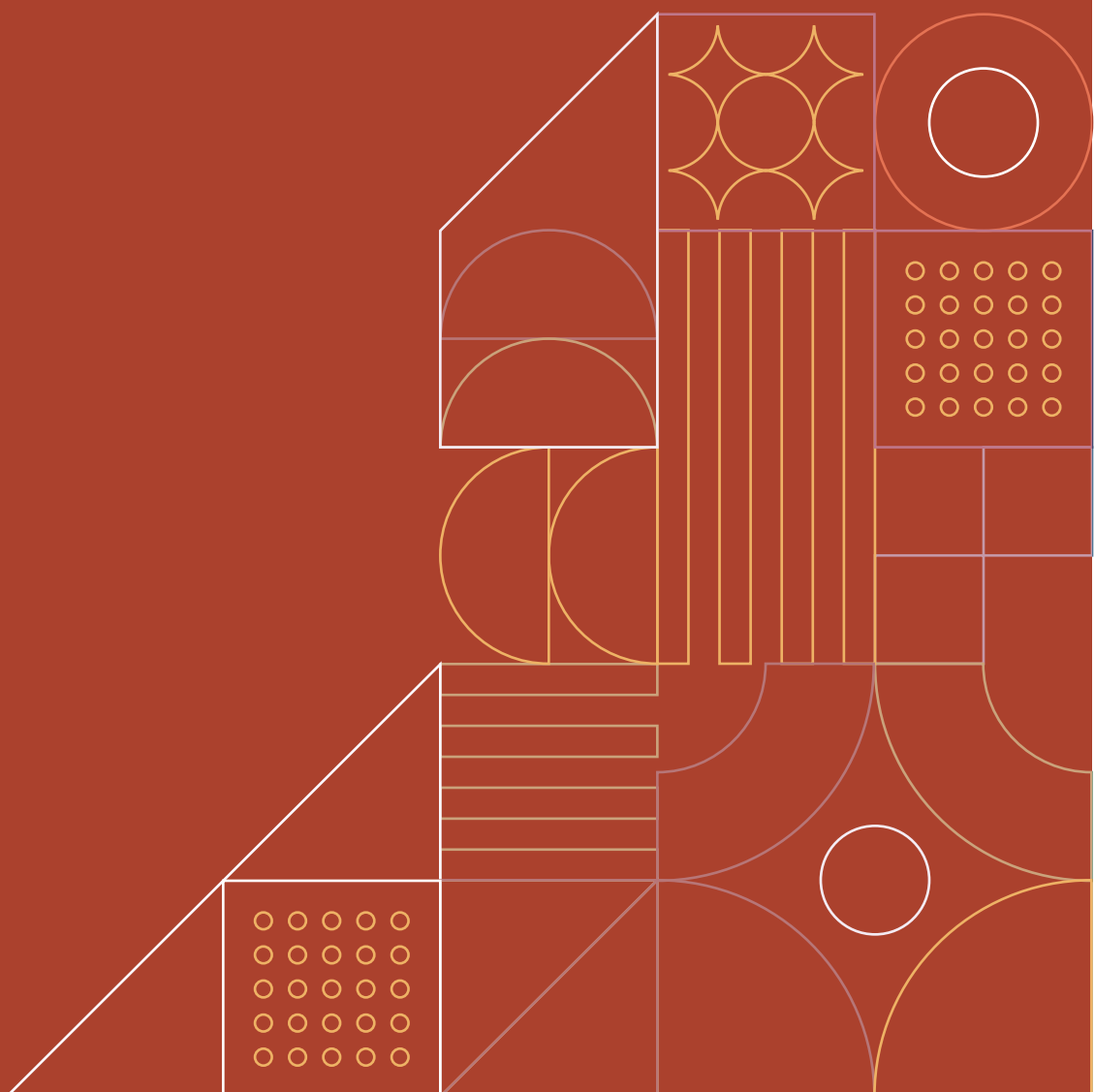
Music.....91

Physical Education.....99

Spanish.....111

STEM.....117

Technology.....125



# THE STORY ✨ OF SCRIPTURE



<b>BIBLICAL CATEGORY</b>	<b>ESSENTIAL QUESTION(S)</b>	<b>STORIES</b>
<b>CREATION</b>	What does it mean to be an image-bearer of God?	Creation of the world Made in the image of God
<b>FALL</b>	How does sin separate us from God? Why does God have to punish sin?	The fall of man Promise of Redeemer
<b>FAMILY</b>	How was God's faithfulness revealed through the forming of the Hebrew nation?	Abraham Isaac Jacob Joseph
<b>EXODUS</b>	How does God reveal Himself in the story of Moses?	Moses
<b>LAND</b>	God promises the land to His people. How do we see God fulfill His promises to us today?	Joshua The battle of Jericho
<b>JUDGES</b>	What does it mean to do right in our own eyes?	Gideon Samson Ruth
<b>KINGS</b>	Why does God want us to be faithful to Him?	Samuel Saul David Solomon Kingdom divides Elijah/Elisha

BIBLICAL CATEGORY	ESSENTIAL QUESTION(S)	STORIES
EXILE	How does the exile point to the hope and need for Jesus?	Daniel Esther
RETURN	How does the return point to the truth that God always keeps His promises?	Ezra Nehemiah
SILENCE	Where was God during this time?	
GOSPEL	What can the life of Christ show us about God's love for us?	Birth of Jesus Healing Teaching Parables
CROSS/RESURRECTION	What is the role of the cross and resurrection in our relationship with Jesus?	Palm Sunday Temple cleansing The Last Supper Garden of Gethsemane Crucifixion Resurrection Jesus appears to disciples
CHURCH	What is my place within the church?	The Holy Spirit comes
RESTORATION	How does the hope of restoration impact our lives here and now? How does our salvation affect our view of the future?	

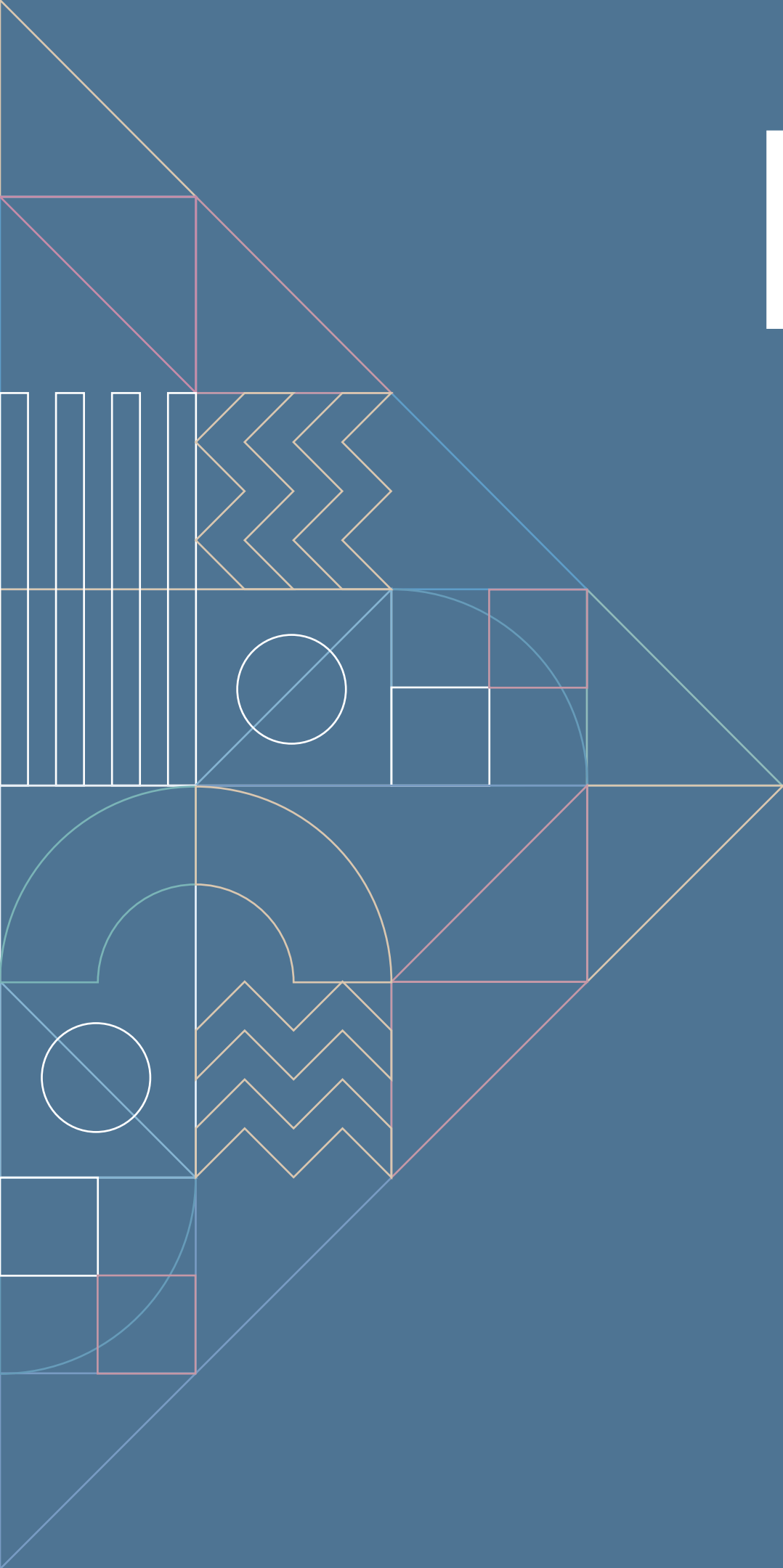




# GRADE LEVELS

- K3**
- K4**
- KINDERGARTEN**
- FIRST GRADE**
- SECOND GRADE**
- THIRD GRADE**
- FOURTH GRADE**

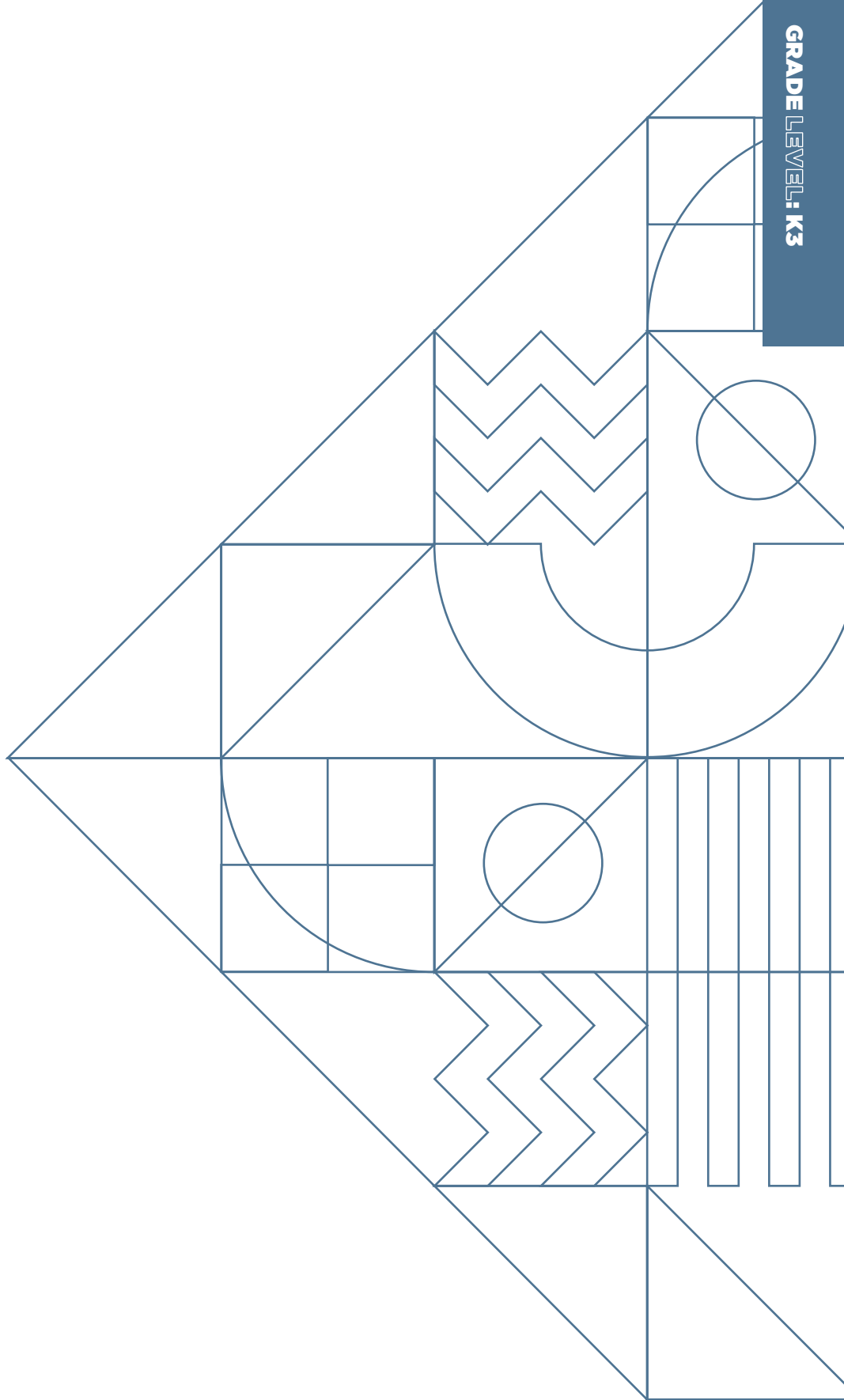
# K3



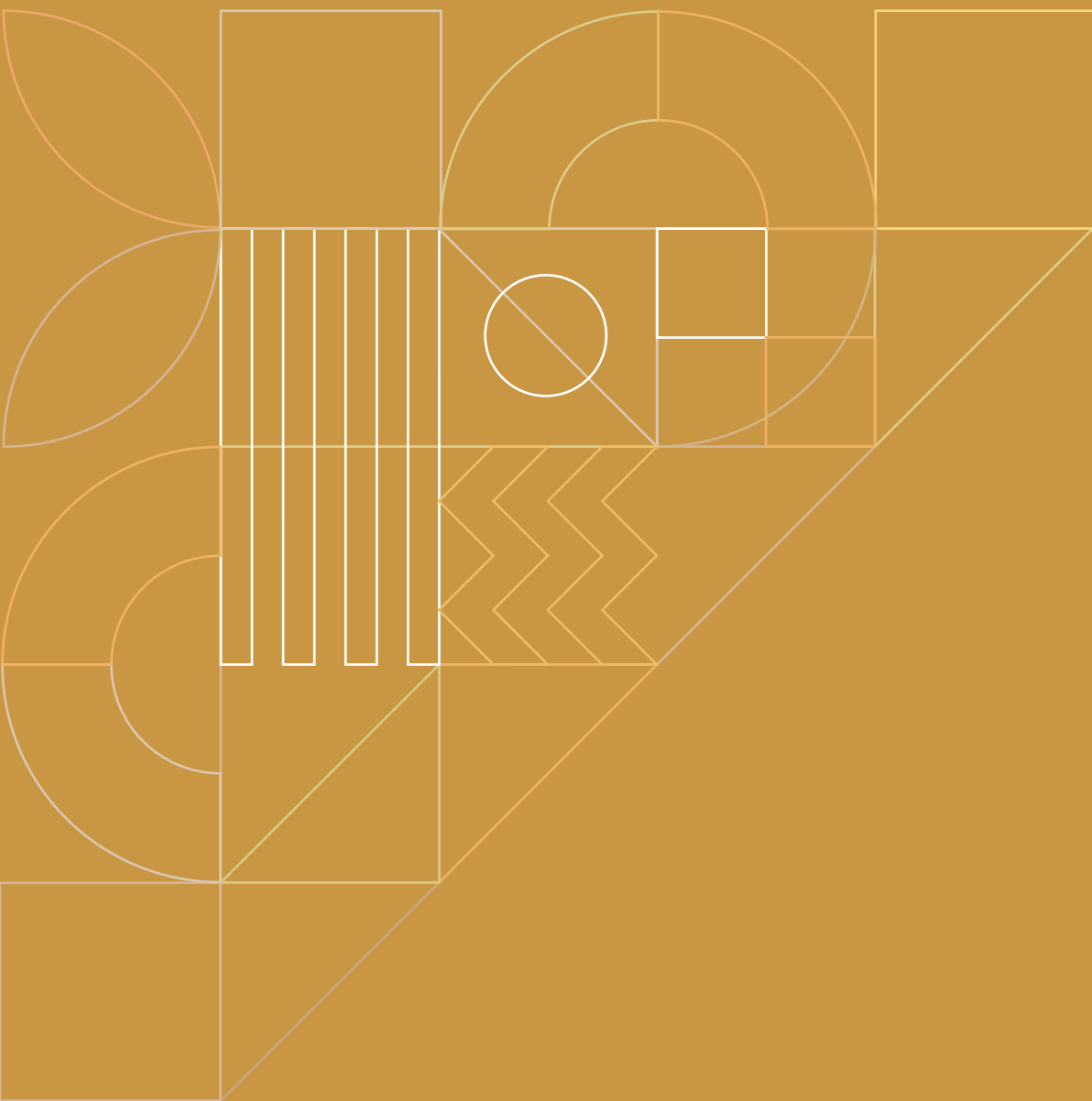
UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: BACK TO SCHOOL</b>	<b>How can I be a good school citizen?</b>	Literacy-how to take care of our books, Who is an author?, begin to recognize name, learn letters a, b, c. Math-explore and discover circles, recognize and use numbers one and two. Science-yellow Social and Emotional-How can I be a good school citizen?
<b>UNIT 2: ALL ABOUT ME</b>	<b>Why is it important to recognize my name?</b>	Literacy-Who is an illustrator?, recognize name, learn letters d, e, f. Math-explore and discover squares and triangles, recognize and use numbers three and four. Science-blue Social and Emotional-How to be a good friend.
<b>UNIT 3: FARM</b>	<b>How can attributes help me recognize shapes?</b>	Literacy-learn letters g, h, i, identify front and back cover of a book. Math-explore and discover rectangles, order numbers one to five. Science-green; What animals live on a farm? What does a farmer do? Social and Emotional-I can do it myself.
<b>UNIT 4: FALL</b>	<b>How does God use color in creation?</b>	Literacy-recognize name, learn letters j and k, name letters, Who are the characters in the story? Math-explore and discover diamonds, apply one-to-one correspondence within numbers zero to three. Science-orange; What is Fall? Social and Emotional-I can take care of my belongings.
<b>UNIT 5: CHRISTMAS</b>	<b>Who are the characters in the Christmas story?</b>	Literacy-learn letters l and m, Who are the characters in the story? Math-explore and discover star shape, apply one-to-one correspondence within numbers zero to five. Science-red; How does the sky change from night to day? Social and Emotional-In what ways can I think of others?



<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 6: WINTER</b>	<b>In what ways can we group objects?</b>	Literacy-learn letters n, o, p, name letters, What is the setting in the story? Math-explore and discover ovals, make groups to three. Science-white; describe common weather conditions, name types of clothes for different weather conditions. Social and Emotional-What habits can I learn to stay healthy?
<b>UNIT 7: TRANSPORTATION</b>	<b>How do different kinds of transportation help me understand things that go?</b>	Literacy-learn letters q and r, name letters. Math-explore and discover heart shapes, make groups to five. Science-pink; Things That Go. Social and Emotional-How can I be safe?
<b>UNIT 8: DINOSAURS</b>	<b>What can we learn from nonfiction books?</b>	Literacy-learn letters s and t, What is nonfiction? Math-recall all shapes, identify more and less in two sets of objects. Science-purple; characteristics and names of dinosaurs. Social and Emotional-I can name my feelings.
<b>UNIT 9: SPRING</b>	<b>What can we learn from fiction books?</b>	Literacy-learn letters u, v, w, name letters, What is fiction? Math-manipulate two sets of objects. Science-brown; Flowers and Bugs. Social and Emotional-How do I feel?
<b>UNIT 10: BUTTERFLIES</b>	<b>Where can we find patterns in nature?</b>	Literacy-learn letters x, y, z, name letters, tell favorite part of the story. Math-make AB patterns. Science-Life Cycle of a Butterfly. Social and Emotional-I am responsible.
<b>UNIT 11: OCEAN</b>	<b>In what ways can ocean animals teach us about size?</b>	Literacy- identify all letters, identify capital letters, recall book skills. Math-sort patterns, identify numbers zero to five. Science-black; Ocean Animals-big, little, long, short, heavy, not heavy. Social and Emotional-I can share my memories of school.



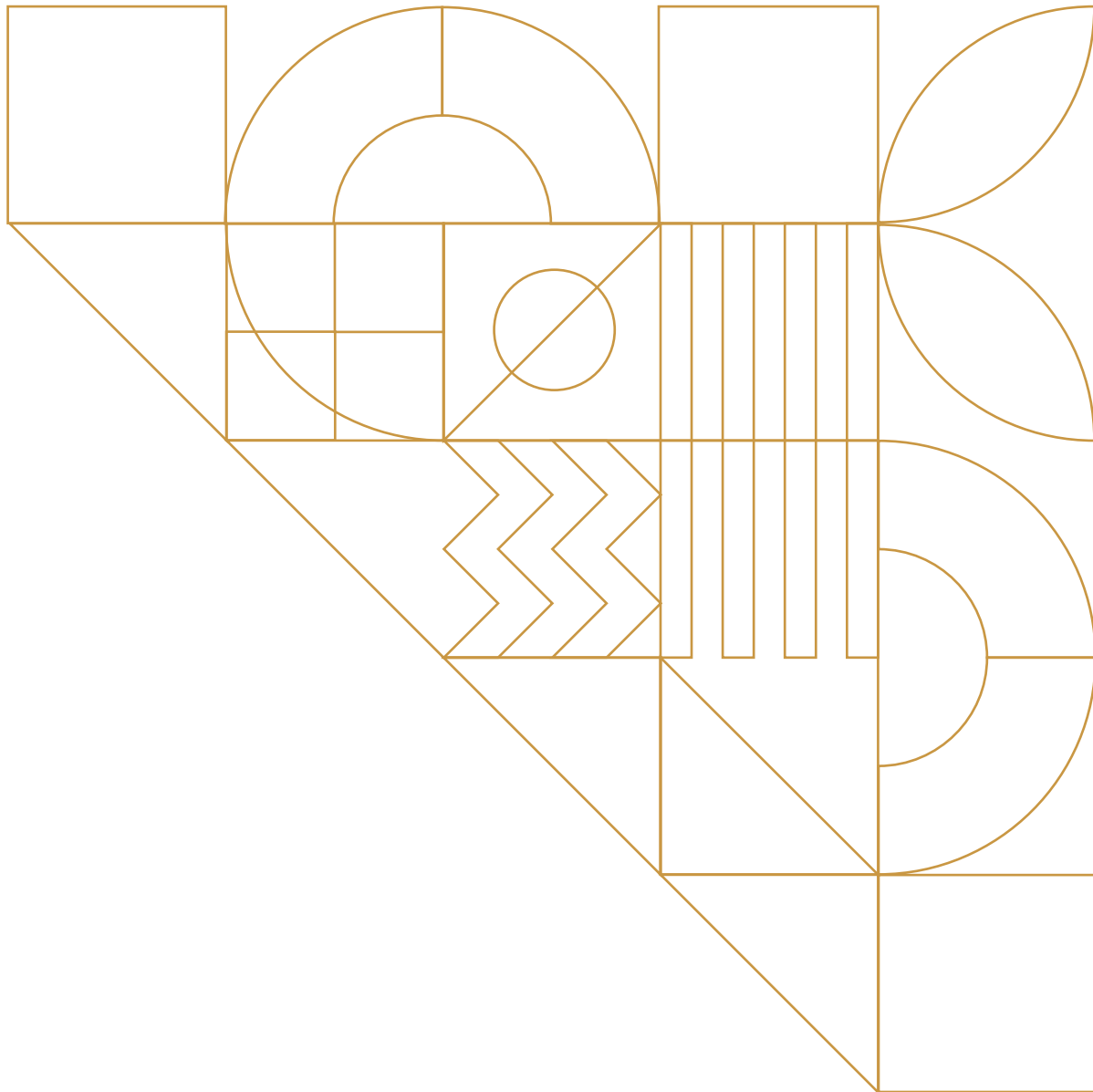
# K4





UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: BACK TO SCHOOL</b>	<b>How can I be successful in a Pre-K 4 setting?</b>	Literacy/Phonics-parts of a book, recognition of uppercase letters, hearing/ repeating rhyming words Math-sort and classify object with different attributes, identify and describe repeated patterns Review numbers one to five SCI/SS-rules and routines, How do you get to school?
<b>UNIT 2: ALL ABOUT ME</b>	<b>Who am I and who are the people in my life?</b>	Literacy/Phonics-isolate beginning sounds, repeat beginning sounds, recognize uppercase letters Math-sequence objects according to size, shape and color, recognize and use numbers six-seven SS/SCI-Who am I?, How do I feel?, God made me, How do I show love?
<b>UNIT 3: SCHOOL</b>	<b>What will I learn and do in Pre K- 4?</b>	Literacy/Phonics-final sounds, compound words, add syllables, recognize uppercase letters. Math-recognize and use numbers eight and nine. SCI/SS-color mixing, five senses, parades and fairs, spiders.
<b>UNIT 4: THANKSGIVING</b>	<b>What does it mean to be thankful?</b>	Literacy/Phonics-rhyme recognition, short vowels, medial vowel sounds, recognize lower case letters. Math-recognize and use the number 10, count and order numbers from 0 to 10. SCI/SS-What am I thankful for? Pilgrims and Native Americans
<b>UNIT 5: NATIVITY</b>	<b>What is the true meaning of Christmas?</b>	Literacy/Phonics-recognize syllables, produce onset sound, recognize lowercase letters. Math-apply one-to-one correspondence for numbers 0 to 10. SCI/SS-animals, family, Jesus' birthday, animals in the stable
<b>UNIT 6: WINTER</b>	<b>How do animals prepare for winter?</b>	Literacy/Phonics-segment two phonemes, generate words with the same beginning sound, recognize lowercase letters. Math-use, make sets, write numbers to10. SCI/SS-winter animals, penguins, snow

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 7: TRANSPORTATION</b>	<b>How do we and our community use various modes of transportation?</b>	Literacy/Phonics-recognize final sounds, add two sounds together, recognize letter sounds. Math-compare numbers, shapes, and items using the comparative terms larger and smaller. SIC/SS-things that go, community helpers, wants/needs, money, maps
<b>UNIT 8: HEALTHY HABITS</b>	<b>What is the difference between healthy and unhealthy foods and habits?</b>	Literacy/Phonics-delete beginning sounds, recognize letter sounds. Math-identify and describe repeating patterns, collect data for a given category and draw conclusions from picture graphs. SS/SCI-identify difference between fruits and vegetables, taking care of ourselves.
<b>UNIT 9: ANIMALS</b>	<b>What is money and how do we use it?</b>	Literacy/Phonics-produce rhyming words. Math-identify and sort pennies, nickels and dimes. SS/SCI-animal coverings, firm foundation, nocturnal animal habitats
<b>UNIT 10: BUGS</b>	<b>What is the difference between an insect and a spider?</b>	Literacy/Phonics-categorization, same beginning sounds, produce letter sounds. Math-identify morning, noon and night, write numbers to 10, describe and trace circles, triangles, squares, and rectangles. SS/SCI-identify difference between birds and insects, flying insects.
<b>UNIT 11: SUMMER FUN</b>	<b>What activities can you do during summer time that you cannot do during the school year?</b>	Literacy/Phonics-substitute beginning sounds, produce letter sounds. Math-compose two sets of objects to make a whole. SS/SCI-ocean animals, travel, identify the meaning of safety/traffic signs, summer vacations



# KINDER- GARTEN

MATH

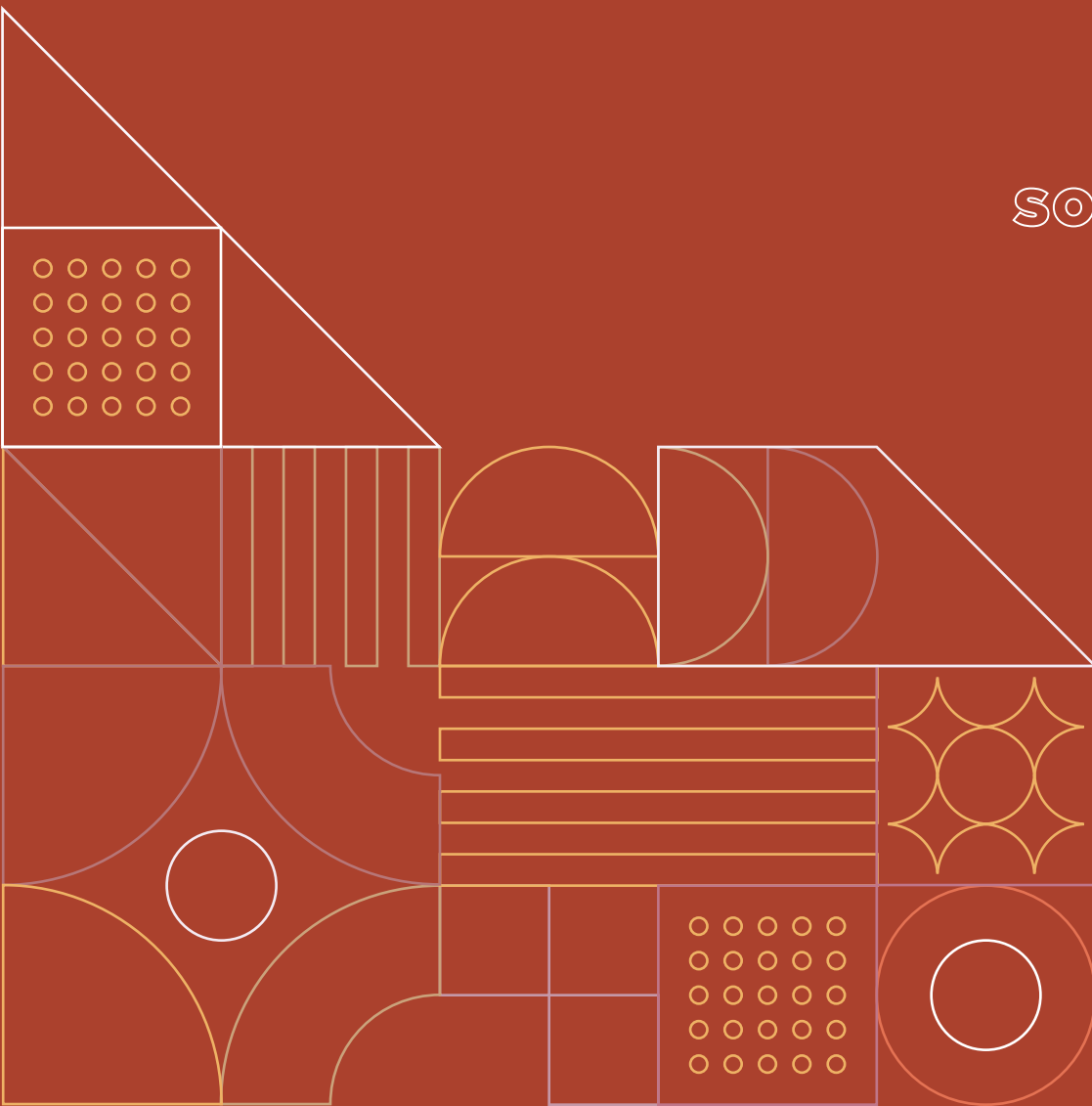
READING

WRITING

PHONICS

SCIENCE

SOCIAL STUDIES



# KINDERGARTEN

## MATH

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: REVIEW OF NUMBER SENSE</b>	<b>What are different ways to count numbers? How can I identify different attributes of a shape or object?</b>	<ul style="list-style-type: none"> <li>-count objects by saying number names using one to one correspondence.</li> <li>-recognize the relationship between the number of objects and the numeral.</li> <li>-identify same and different attributes of objects by size, color, and shape.</li> <li>-order and write numbers to 10.</li> <li>-recognize numbers 11 and 12 as a ten and some ones.</li> <li>-compare two sets of objects to determine if there is one more, one less, or the same number of objects.</li> <li>-count by 10's to 100.</li> <li>-order days of the week, months of the year, and seasons of the year.</li> </ul>
<b>UNIT 2: MEASUREMENT</b>	<b>How can I compare two objects?</b>	<ul style="list-style-type: none"> <li>-recognize numbers 13-15 as a ten and some ones.</li> <li>-order objects from smallest to biggest, shortest to longest, lightest to heaviest.</li> <li>-estimate measurable attributes.</li> <li>-use comparative vocabulary to recognize differences: size, length, and weight.</li> <li>-gather data by counting and tallying.</li> <li>-count, sort, and organize data into two or three categories.</li> </ul>
<b>UNIT 3: COMPARE NUMBERS</b>	<b>How do I compare two numbers?</b>	<ul style="list-style-type: none"> <li>-recognize numbers 16-20 as a ten and some ones.</li> <li>-compose and decompose numbers to 20.</li> <li>-count and compare numerals and sets using terms more, less, fewer, same number, and how many in all.</li> <li>-count by 5's to 100.</li> </ul>
<b>UNIT 4: FLAT AND SOLID SHAPES</b>	<b>What are the characteristics of each shape?</b>	<ul style="list-style-type: none"> <li>-revisit sizes and estimate if objects fit into containers of various sizes.</li> <li>-use positional vocabulary to describe location of an object in spatial arrangement.</li> </ul>

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 5: NUMBERS TO 25</b>	<b>What are different ways we can count objects up to 25?</b>	<ul style="list-style-type: none"> <li>-count 0-25 objects using one-to-one correspondence.</li> <li>-say number names, realizing last number named tells how many.</li> <li>-recognize the relationship between the number of objects and thier numeral.</li> <li>-compare two sets of objects to determine if there is one more, one less, or the same number of objects.</li> <li>-write numbers to 25.</li> </ul>
<b>UNIT 6: ADDITION</b>	<b>What is addition? How and why do we add numbers?</b>	<ul style="list-style-type: none"> <li>-make simple addition stories using number sentences.</li> <li>-understand addition as putting together and adding to.</li> <li>-add fluently within 10.</li> <li>-solve addition problems.</li> </ul>
<b>UNIT 7: SUBTRACTION</b>	<b>What is subtraction? How and why do we subtract numbers?</b>	<ul style="list-style-type: none"> <li>-make simple subtraction stories using number sentences.</li> <li>-take from and take apart.</li> <li>-subtract fluently within 10.</li> <li>-solve subtraction problems.</li> <li>-identify a whole and a half.</li> </ul>
<b>UNIT 8: NUMBERS TO 100</b>	<b>How do we count more than 20 objects? What are different ways to count to 100?</b>	<ul style="list-style-type: none"> <li>-skip count by 2's up to 20</li> <li>-read numbers up to 100.</li> </ul>
<b>UNIT 9: MONEY AND TIME</b>	<b>How do I identify coins?</b>	<ul style="list-style-type: none"> <li>-recognize and know the value of a penny, nickel, dime, and quarter.</li> <li>-use coins to show the value of 10 cents or less.</li> <li>-tell time to the hour using an analog or digital clock.</li> <li>-order events using terms before and after.</li> </ul>

# KINDERGARTEN READING

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: LAUNCHING READING WORKSHOP</b>	<b>What are the parts of a book?</b>	-name and identify parts of a book. -identify author and illustrator by their role.
<b>UNIT 2: STAMINA AND SCHEMA</b>	<b>How do I read with stamina? How do I use my schema to understand a story?</b>	-read pictures and words in a book. -choose "just right" books to read. -use my schema to understand stories.
<b>UNIT 3: HOW READERS READ BOOKS</b>	<b>How do I read a book? How do I choose "just right" books?</b>	-read a book with stamina. -describe how illustrations help them understand the story.
<b>UNIT 4: TEXT QUESTIONS AND ANSWERS</b>	<b>How do I use text to understand a story?</b>	-ask and answer questions to understand a story.
<b>UNIT 5: RETELL A STORY</b>	<b>How do I retell a story using key details?</b>	-identify characters, setting, and major events. -identify the story elements in beginning, middle, and end. -listen to others and retell a story.
<b>UNIT 6: COMPARE AND CONTRAST STORIES AND CHARACTERS</b>	<b>How can I compare characters in different books? How can I compare events and settings in different books?</b>	-explain how characters and stories are alike and different. -ask and answer questions about key details.
<b>UNIT 7: FICTION AND NONFICTION BOOKS</b>	<b>How do I use text to understand the key details in fiction and nonfiction books? How do I use the main topic and key details to retell fiction and nonfiction?</b>	-ask and answer questions about key details in fiction and nonfiction books. -state the main topic and retell key details in nonfiction books.



# KINDERGARTEN

## WRITING

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: FIRST NAME, DRAWS A PICTURE AS RESPONSE TO AN IDEA	Why should my picture match an idea or a response to a story?	-write their first name. -draw a picture.
UNIT 2: INVENTIVE SPELLING, CVC WORDS, HIGH FREQUENCY WORDS, COPS	Why is it important to use COPS when writing?	-use inventive spelling to label. -write CVC words. -use high frequency words in simple sentences (I, see, the, a, like, my). -begin working on spacing and COPS (capitalization, organization, punctuation, and spelling). -recognize the three things needed in a sentence: begins with capital letter, spacing between words, and end mark (period, question mark, exclamation point).
UNIT 3: LAST NAME, UPPERCASE LETTERS, WRITES A SIMPLE SENTENCE, COMPLETE VS FRAGMENT SENTENCES	How can I form complete sentences?	-write their last name. -master formation of all uppercase letters. -orally produce a complete sentence on a topic and writes it. -distinguish if a sentence is complete or a fragment. -recognize how to use a comma and when to use an apostrophe. -recognize quotation marks, speaker tag, exclamation point.
UNIT 4: LOWERCASE LETTERS, CVC WORDS, DICTATED SENTENCE, WRITES TWO SENTENCES	How can I write more than one sentence about a topic?	-master writing lowercase letters. -master spelling CVC words. -write dictated sentences. -begin independently writing two sentences.
UNIT 5: BEGINNING, MIDDLE, END, DICTATED SENTENCES, TYPES OF WRITING (NARRATIVE, INFORMATIONAL, OPINION)	How do I write about my own opinion?	-draw a picture of beginning, middle, and end after teacher models. -identify types of writings from modeled examples.
UNIT 6: INDEPENDENT WRITING	How can I write more than one sentence using correct punctuation?	-write two or more sentences independently using COPS (narrative, informational, opinion).

# KINDERGARTEN

## PHONICS

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: LETTERS L, O, G, H, T	How do sounds come together to make a word? How can I tell if two words rhyme?	<ul style="list-style-type: none"> <li>-read and spell letter sounds that are introduced.</li> <li>-isolate and produce initial sounds.</li> <li>-recognize vowels and consonants, VC rule.</li> <li>-distinguish between words that are the same and different.</li> <li>-identify and spell blend sounds.</li> <li>-recognize a compound word.</li> <li>-Identify and produce rhyming words.</li> </ul>
UNIT 2: THE LETTERS P, A, N, M, I	Why is it important to segment sounds and syllables?	<ul style="list-style-type: none"> <li>-isolate and produce final sounds.</li> <li>-segment syllables.</li> <li>-recognize commas.</li> <li>-recognize twin consonants.</li> <li>-review all concepts taught as curriculum builds.</li> </ul>
UNIT 3: THE LETTERS S, F, R, K, B	How does adding or deleting a sound change a word?	<ul style="list-style-type: none"> <li>-recognize blends.</li> <li>-recognizes that new words are created when you add or remove letters.</li> <li>-review all concepts taught as curriculum builds.</li> </ul>
UNIT 4: THE LETTERS U, Z, C, E, Y	Why is it important to put the alphabet in order? How do spelling rules change how I spell a word?	<ul style="list-style-type: none"> <li>-identify vowel sounds in words.</li> <li>-understand the /k/ sound of C.</li> <li>-C and K spelling rules.</li> <li>-alphabetizing and alphabetical order.</li> <li>-segment two initial consonant sounds.</li> <li>-recognize hyphen.</li> <li>-review all concepts taught as curriculum builds.</li> </ul>

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 5: THE LETTERS D, V, J, X, W</b>	<b>Will the number of letters always match the number of sounds?</b> <b>How does manipulating sounds help us read?</b>	<ul style="list-style-type: none"> <li>-identify letter sounds that differ in similarly spelled words.</li> <li>-isolate and pronounce initial, medial, and final sounds.</li> <li>-identify letters out of order.</li> <li>-blend onset and rime.</li> <li>-recognize question mark</li> <li>-recognize accented syllable.</li> <li>-count sounds.</li> <li>-review all concepts taught as curriculum builds.</li> </ul>
<b>UNIT 6: THE LETTERS Q (QU), THE RULE V, DIGRAPH CK, DIGRAPH SH, DIGRAPH TH (VOICED AND UNVOICED)</b>	<b>Does identifying a digraph change how we spell and read?</b> <b>Why is it important to identify both sounds of a vowel?</b>	<ul style="list-style-type: none"> <li>-recognize arc and combination qu, digraph ck, sh, th.</li> <li>-understand long v rule, code with macron, and final k spelling rule.</li> <li>-recognize speech balloon.</li> <li>-review all concepts taught as curriculum builds.</li> </ul>
<b>UNIT 7: LONG AND SHORT DIGRAPH OO, VOWELS PRECEEDING CONSONANT AND E. DIGRAPH CH, DIGRAPH EE, COMBINATIONS (AR, OR, ER), VC/CV RULE</b>	<b>How can learning spelling rules help when reading and spelling words?</b>	<ul style="list-style-type: none"> <li>-understand digraph oo (long and short sound), ch, ee.</li> <li>-recognize sneaky e.</li> <li>-understand combination ar, er, or.</li> <li>-understand vc/cv rule (vowel pattern, vccv pattern).</li> <li>-review all concepts taught as curriculum builds.</li> </ul>

# KINDERGARTEN SCIENCE

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: LIVING AND NON-LIVING</b>	What is the difference between living and non-living things?	-identify the difference between living and non-living things.
<b>UNIT 2: WEATHER/SEASONS</b>	What are the characteristics of weather for each season?	-discuss the differences and characteristics of weather and the four seasons.
<b>UNIT 3: ANIMALS AND THEIR OFFSPRING</b>	What is the offspring of each type of animal?	-discuss various animals and their offspring.
<b>UNIT 4: FALL (APPLES AND PUMPKINS)</b>	What is the life cycle of an apple and pumpkin?	-discuss the life cycle of an apple and pumpkin.
<b>UNIT 5: FIVE SENSES</b>	How do I use my five senses every day?	-identify the five senses and their purposes.
<b>UNIT 6: SCIENTIFIC TOOLS</b>	Why do we need different tools to measure objects?	-identify multiple tools used to measure in science.
<b>UNIT 7: SCIENTIFIC METHOD</b>	How can we use the steps of the scientific method?	-identify the steps of the scientific method.
<b>UNIT 8: MAGNETS</b>	Which objects attract and repel using a magnet?	-understand magnetic objects: north/south poles, repel/attract, iron.
<b>UNIT 9: GRAVITY</b>	How does gravity affect our daily life?	-understand the concept of gravitational pull.
<b>UNIT 10: SPATIAL RELATIONSHIPS</b>	Why is it important to identify the properties of objects?	-understand that objects have properties and patterns.
<b>UNIT 11: ELECTRICITY</b>	How do we use electricity and how does it work?	-understand how electricity works and uses of electricity.

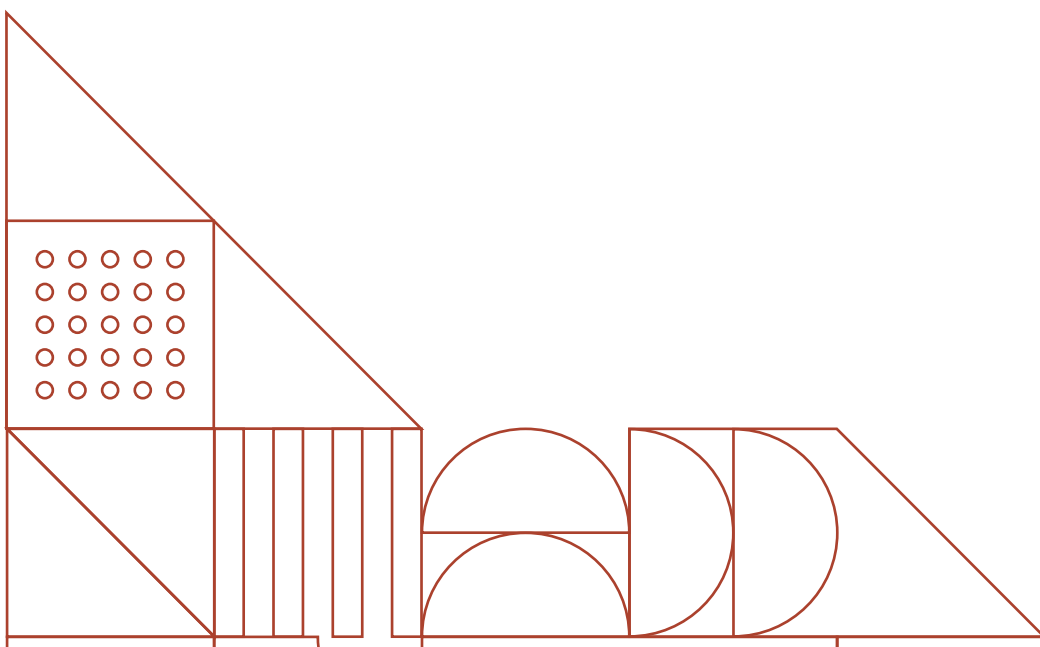
<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 12: LIFE CYCLES: PLANTS, FROGS, BUTTERFLIES</b>	What are the steps of a life cycle for different plants and animals?	-identify the steps of the life cycles of plants, frogs and butterflies (observing the life cycle of a butterfly in the classroom).

# KINDERGARTEN

## SOCIAL STUDIES

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: CITIZENSHIP &amp; ROLE AT SCHOOL</b>	What is our <b>ROLE</b> at school?	-discover the world around them. -learn their <b>ROLE</b> as a citizen in a school environment.
<b>UNIT 2: MAPS &amp; GLOBES</b>	What is the difference between a map and globe?	-identify the difference between maps and globes and their purpose.
<b>UNIT 3: THANKSGIVING</b>	What are the events of the first Thanksgiving?	-understand the timeline of events of the first Thanksgiving.
<b>UNIT 4: CHRISTMAS, WANTS &amp; NEEDS-GIVING &amp; SPENDING</b>	What are the events surrounding the first Christmas? Why is it important to know the difference between needs and wants?	-understand the timeline and events of the first Christmas. -differentiate wants and needs. -understand the importance of giving and spending.
<b>UNIT 5: PRODUCERS &amp; CONSUMERS</b>	What is the difference between a producer and consumer and the importance of both?	-identify the difference between a producer and consumer.

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 6: UNITED STATES SYMBOLS &amp; PRESIDENTS</b>	<b>Who is the President and what is his role? What are the major symbols in our country?</b>	<ul style="list-style-type: none"> <li>-identify the major symbols of the United States of America.</li> <li>-discuss the role of the President.</li> <li>-correctly recite the Pledge of Allegiance.</li> <li>-sing patriotic songs such as The Star Spangled Banner.</li> </ul>
<b>UNIT 7: NATURAL &amp; CAPITAL RESOURCES</b>	<b>What are the characteristics of natural and capital resources and how are they both important?</b>	-identify the difference between natural and capital resources as well as the importance of each.
<b>UNIT 8: FORMS OF TRANSPORTATION</b>	<b>Does one recognize different forms of transportation?</b>	-identify forms of transportation: land, air, and water.
<b>UNIT 9: LIFE CYCLES (PLANTS, FROGS, BUTTERFLIES)</b>	<b>How does observing life cycles of plants and animals help us understand the world God created?</b>	-understand the steps of the life cycles of plants, frogs, and butterflies (observing the life cycle of a butterfly in the classroom).
<b>UNIT 10: RECYCLE</b>	<b>How does recycling help our Earth?</b>	-understand the importance of recycling.



# SCIENCE

# FIRST GRADE MATH

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: REPRESENTING NUMBERS TO 10</b>	<b>How can I represent numbers to 10 using concrete, pictorial, and abstract thinking?</b>	<ul style="list-style-type: none"> <li>-compare two sets of concrete and abstract objects that correspond to a specific point on a number line up to 10.</li> <li>-find one more and one less than a number on a number line exploring the relationship between numbers.</li> </ul>
<b>UNIT 2: ADDITION AND SUBTRACTION WITHIN 10</b>	<b>What strategies can I use to add and subtract numbers? How do we solve addition and subtraction sentences to solve real world problems?</b>	<ul style="list-style-type: none"> <li>-use strategies to add numbers to 10.</li> <li>-generate, create, and solve one-step story and picture problems using basic addition to 10.</li> <li>-use and explain strategies to subtract numbers.</li> <li>-generate, create, and solve one-step story and picture problems using basic subtraction from 10.</li> <li>-recognize and use the inverse relationship between addition and subtraction.</li> <li>-write and use fact families to solve problems.</li> <li>-investigate and give examples for the commutative property.</li> <li>-determine if number sentences involving addition and subtraction are true and false.</li> </ul>
<b>UNIT 3: SHAPES AND PATTERNS</b>	<b>How do we use shapes and attributes in the real world?</b>	<ul style="list-style-type: none"> <li>-sort and classify flat and solid shapes according to number of sides, vertices, and right angles.</li> <li>-divide flat shapes into equal parts and recognize halves, thirds, and fourths.</li> <li>-make pictures and models using flat and solid shapes.</li> <li>-apply knowledge of flat and solid shapes to make patterns.</li> <li>-identify flat and solid shapes in the real world.</li> </ul>



UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 4: NUMBERS TO 20</b>	How can we order any three numbers from 1 to 20?	<ul style="list-style-type: none"> <li>-use concrete and pictorial models to compose and decompose numbers to 20.</li> <li>-compare and order two whole numbers to 20 using greater than, less than, or equal to symbols.</li> <li>-find number patterns increasing and decreasing by two.</li> </ul>
<b>UNIT 5: ADDITION AND SUBTRACTION WITHIN 20</b>	How can solving addition and subtraction sentences help me solve real world problems?	<ul style="list-style-type: none"> <li>-use strategies to add and subtract fluently.</li> <li>-solve word problems by constructing number sentences.</li> <li>-solve addition and subtraction facts with automaticity.</li> </ul>
<b>UNIT 6: NUMBERS TO 40</b>	How do I keep track of a large number of objects? How can I use place value to help me?	<ul style="list-style-type: none"> <li>-use concrete and pictorial models to compose and decompose numbers 20 to 40.</li> <li>-compare and order whole numbers 20 to 40 using greater than, less than or equal to symbols.</li> </ul>
<b>UNIT 7: CALENDAR AND TIME</b>	Why do we need to tell time?	<ul style="list-style-type: none"> <li>-learn to read a calendar to know days of the week, months of the year, seasons of the year</li> <li>-write the date.</li> <li>-tell time to the hour, half hour, quarter til, and quarter past on a digital and analog clock.</li> <li>-correctly use time vocabulary such as half past, quarter til, and quarter past.</li> </ul>
<b>UNIT 8: ADDITION AND SUBTRACTION WITHIN 40</b>	How do we solve addition and subtraction problems and number sentences?	<ul style="list-style-type: none"> <li>-use strategies to add and subtract numbers 20 to 40.</li> <li>-solve word problems by constructing number sentences.</li> <li>-solve addition problems with and without regrouping.</li> <li>-solve subtraction problems without regrouping.</li> </ul>
<b>UNIT 9: LENGTH AND WEIGHT</b>	How can measurements be used to solve problems?	<ul style="list-style-type: none"> <li>-compare and measure length in non-standard units.</li> <li>-compare and measure weight in non-standard units.</li> </ul>

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 10: NUMBERS TO 120</b>	<b>How can I compare and order numbers greater than 40?</b>	<ul style="list-style-type: none"> <li>-count from any given number to 120.</li> <li>-use objects and numbers in expanded form and standard form up to 120.</li> <li>-identify the place value of each digit in a number up to 120.</li> <li>-compare and order numbers up to 100 with up to 10 more and 10 less.</li> </ul>
<b>UNIT 11: ADDITION AND SUBTRACTION WITHIN 120</b>	<b>How can I use what I know about regrouping to add and subtract?</b>	<ul style="list-style-type: none"> <li>-create and solve addition and subtraction problems with and without regrouping using place value charts and concrete objects.</li> </ul>
<b>UNIT 12: GRAPHS</b>	<b>How can the collection, organization, interpretation, and display of data be used to answer questions?</b>	<ul style="list-style-type: none"> <li>-read, create, and understand picture graphs, Venn Diagrams, Tally Charts, T-Charts, Bar Graphs, and tables.</li> </ul>
<b>UNIT 13: MONEY</b>	<b>How is money used in real life?</b>	<ul style="list-style-type: none"> <li>-recognize, identify, and determine the number of pennies in a nickle, dime, and quarter.</li> <li>-count on to find the value of coins of same and different values.</li> <li>-use coins to show a given amount of money whose total value is 100 cents or less.</li> </ul>

# FIRST GRADE READING

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: READING STRATEGIES	How do I use reading strategies to understand and respond to a book?	-comprehend and respond to variety of read alouds engaging in reading strategies.
UNIT 2: LAUNCHING READER'S WORKSHOP	Why is it important to activate my schema before I begin to read?	-use schema to make connections. -learn how readers preview books. -read independently for a sustained period of time.
UNIT 3: ASK AND ANSWER QUESTIONS ABOUT KEY DETAILS IN A TEXT	How does asking and answering questions help me understand what I read?	-ask who/what/when/where/why questions about a text. -use key details/questions/answers to understand the central message.
UNIT 4: COMPREHENSION	How do words, phrases, details and illustrations in a text suggest feelings or appeal to my senses?	-describe characters/events/setting in a story using key details and illustrations. -recognize dialect/voice/point of view/phrasing to demonstrate understanding.
UNIT 5: COMPARE AND CONTRAST DIFFERENT TEXT TYPES	In what ways can I analyze the differences between text types?	-explain differences between books that tell stories and books that give information. -identify who is telling a story. -compare and contrast experiences of characters. -identify the main topic.
UNIT 6: ELEMENTS OF INFORMATIONAL TEXT	How does informational text help me better understand the world around me?	-use text features to identify main topic and retell details. -synthesize and make logical connections between text. -differentiate between fact and opinion.

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 7: IDENTIFYING AUTHOR'S POINT	Why is it important for me to understand the author's point of view?	-determine the message the author is trying to convey.
UNIT 8: ON YONDER MOUNTAIN	How can I utilize skills learned this year to understand a novel?	-contrast present day life to past life. -use text to understand new vocabulary words.

# FIRST GRADE

## WRITING AND GRAMMAR

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: MECHANICS OF HANDWRITING	How does my handwriting improve my ability to communicate?	-review uppercase, lowercase letters, and numbers with proper formation, positioning, and spacing.
UNIT 2: SENTENCE STRUCTURE	What are the features of a good sentence?	-recognize a sentence is a complete thought. -begin with an uppercase letter and end with punctuation. -produce a declarative/interrogative/imperative sentence.
UNIT 3: GRAMMAR FOCUS	How does my understanding of nouns and verbs improve my writing?	-recognize and use nouns, pronouns, verbs and, adjectives within reading/writing. -recognize prepositional phrases telling where.

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 4: PERSONAL NARRATIVE	How do you transfer thoughts into writing in a sequenced manner?	<ul style="list-style-type: none"> <li>-write narrative using elements of the writing process recounting two or more sequenced events, including details.</li> <li>-use words to signal event order.</li> <li>-provide sense of closure.</li> <li>-publish and share writing.</li> </ul>
UNIT 5: NONFICTION	In what ways does adding nonfiction features to my writing help me communicate more effectively?	<ul style="list-style-type: none"> <li>-write informative/explanatory texts in which they name a topic.</li> <li>-supply some facts and provide a sense of closure.</li> </ul>
UNIT 6: BIOGRAPHY	How can I best convey the contribution of others to the world?	<ul style="list-style-type: none"> <li>-determine what information should be included in a biography.</li> <li>-organize and sequence information.</li> <li>-produces logical development of ideas in written paragraphs about a friend or historical figures.</li> </ul>
UNIT 7: LETTER WRITING	What are the parts of a letter and why do I need to know how to write a letter?	<ul style="list-style-type: none"> <li>-share a thought or a feeling in correct letter form using the writing process.</li> </ul>
UNIT 8: OPINION	How can I defend an opinion on varied topics?	<ul style="list-style-type: none"> <li>-use details to support an opinion.</li> </ul>
UNIT 9: POETRY	How does poetry help us relate to the world and those around us?	<ul style="list-style-type: none"> <li>-write short poems that use repetition using rhyming or sensory words.</li> </ul>

# FIRST GRADE PHONICS

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: ENCODING AND DECODING ONE SYLLABLE WORDS WITH CONSONANT BLENDS USING LETTERS N, O, T, P, I, L, A, Z, S, D, F, H, G, R; LEARNED WORDS	How do letters sounds work together to make words? How do suffixes effect a root word? How does recognizing irregularly spelled words improve my reading?	-decode and encode one syllable words with consonant blends. -recognize that suffix -s means one more.
UNIT 2: ENCODING AND DECODING DIGRAPHS USING UNIT 1 LETTERS AND ADDING LETTERS K, C, B, M, E, U, W; LEARNED WORDS	How do syllable types change the vowel sound? How do suffixes effect a root word? How do I decode and segment words with digraphs?	-decode and encode words with: -digraphs (ck, th, ng, ee) -suffix -ing and -ed -open and closed syllables (vc/cv)
UNIT 3: ENCODING AND DECODING CVCE WORDS, LETTERS X, Y, J; FINAL STABLE SYLLABLES; FLOSS RULE; LEARNED WORDS	How can we blend and separate sounds in a word? How do I decode and segment words with digraphs? How does understanding long vowel rules help me to read words and improve my reading?	-read and spell words with contractions and digraphs (sh, oo).
UNIT 4: VOWEL Y; R-CONTROLLED VOWEL SOUNDS; SUFFIXES; DIGRAPHS; SOFT C; COMBINATION QU; LEARNED WORDS	How do I decode and segment words with digraphs? How do suffixes affect a root word?	-decode and encode: -r-controlled vowels (or, er, ir, ur, ar) -suffix -less, -ness, -ly -digraph igh, ai, ay, ch, ow -compound words
UNIT 5: DIGRAPHS; SPELLING WITH THE DROPPING RULE; DIPHTHONGS; FINAL STABLE SYLLABLES; MULTISYLLABIC WORDS; SUFFIXES; LEARNED WORDS	How do I break words into parts? How do I decode and segment words with digraphs?	-categorize multisyllabic words (v/ cv; vc/cvc/cv; vc/ccv and vcc/cv. -read digraphs (ea, ue); dipthong (oi, oy, ou, ow); final stable syllable (-tion).

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 6:</b> <b>DIGRAPHS; WILD COLT WORDS; MULTISYLLABIC WORDS; SOFT G; SPELLING RULES; LEARNED WORDS</b>	How do I break words into parts? How do I decode and segment words with digraphs?	-read digraphs (au, aw, oa, ey, ph, gn, kn, wr); trigraphs (tch, dge, ie); multisyllabic words (vc/v; v/cv). -be introduced to spelling rules: doubling rule, dropping rule.
<b>UNIT 7:</b> <b>COMBINATION WH; SCHWA; DIGRAPHS; SUFFIXES; PREFIXES; LEARNED WORDS</b>	How do suffixes affect a root word? How do I decode and segment words with digraphs?	-be introduced to digraphs (ei, ew); suffixes (-er, -est, -ful); prefixes (un-, pre-, dis-).

# FIRST GRADE

## SOCIAL STUDIES

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1:</b> <b>CITIZENSHIP</b>	How can I be a responsible and respectful citizen in my classroom?	-apply the responsibilities of a good citizen, showing an understanding of the purpose for rules and laws, including the need to participate in classroom decisions through voting. -discover the value of taking ownership of their actions. -show an awareness of the value honesty and truthfulness as reflections of God's image.

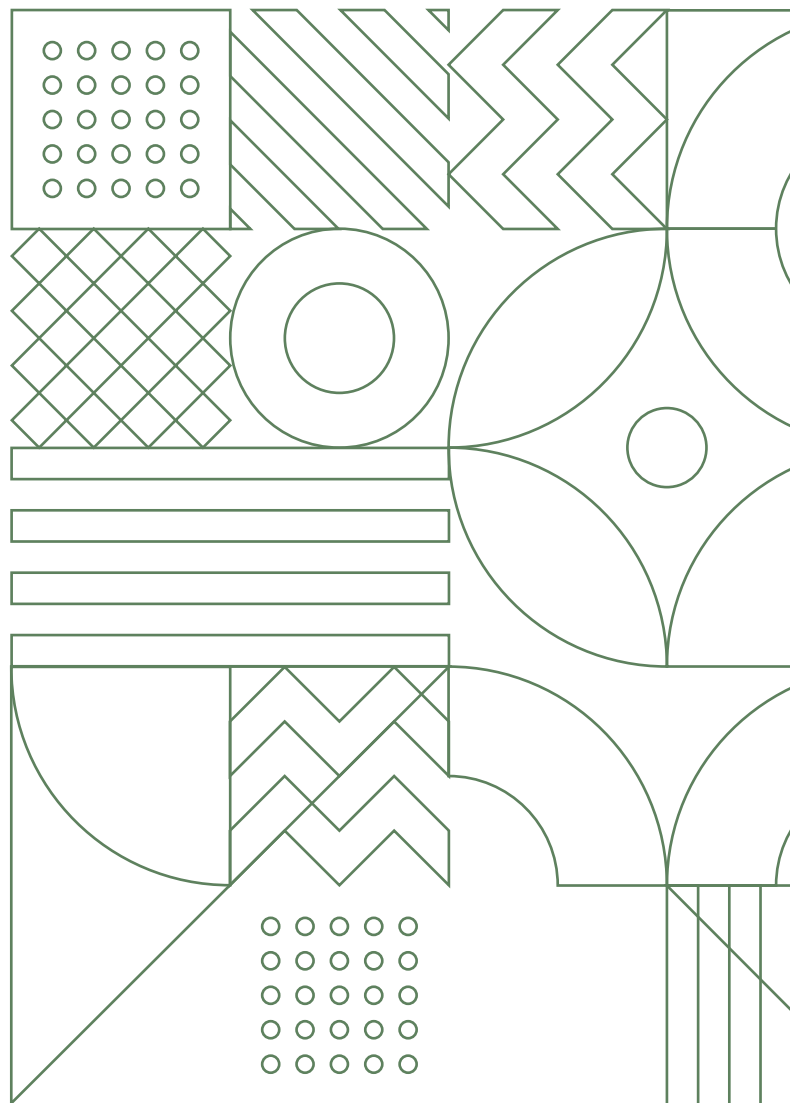
UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 2: COMMUNITIES	How does our family and community play an important role in our lives? How do we read and use a map?	<ul style="list-style-type: none"> <li>-define communities as rural, urban, and suburban.</li> <li>-describe how the location of community, climate, affect the way people live and how this changes over time.</li> <li>-distinguish between needs/wants and goods/services.</li> <li>-discern the difference between maps and globes while demonstrating an understanding of the student's place in the world using map characteristics and defining one's address.</li> </ul>
UNIT 3: ARKANSAS	How does Arkansas' past influence my life today?	<ul style="list-style-type: none"> <li>-locate the capitals of Arkansas and the United States on a map.</li> <li>-recognize symbols and traditional practices that honor and foster patriotism in Arkansas.</li> <li>-compare the lives and contributions of the Quapaw, Osage, and Caddo people.</li> </ul>
UNIT 4: CHRISTMAS AROUND THE WORLD	How can I share valid information with others?	<ul style="list-style-type: none"> <li>-applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including digital technology.</li> <li>-communicates in visual and written forms- data acquired from these sources.</li> </ul>
UNIT 5: MARTIN LUTHER KING, JR., GEORGE WASHINGTON, AND ABRAHAM LINCOLN	How have people and events impacted our history and daily lives?	<ul style="list-style-type: none"> <li>-recognize that history describes events and people of other times and places.</li> <li>-describe their impact on history.</li> <li>-create timelines to sequence events from different times using chronological terms.</li> </ul>



# FIRST GRADE SCIENCE

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: EARTH AND SPACE SYSTEMS - SUN, MOON AND STARS	In what way do the patterns in the sky affect my day?	-identify recognizable patterns in the natural world and among objects in the sky. -recognize that energy exists in many forms and can be observed in cycles, patterns, and systems as it relates to light and sound.
UNIT 4: LIVING SYSTEMS - HUMAN BODY	How does the knowledge of the human body help us to appreciate that we are fearfully and wonderfully made?	-investigate how humans are fearfully and wonderfully made by God. -identify and name the basic functions of the heart, lungs, brain, stomach, muscles, and bones.
UNIT 5: EARTH AND SPACE SYSTEMS - EARTH'S RESOURCES	In what ways do earth's water systems provide a better quality of life for living things?	-investigate and understand that the natural world includes earth materials, change occurs over time and rates may be fast or slow. -distinguish between natural and manmade resources. -identify and describe the sources and physical properties of water. -distinguish between natural and manmade resources.
UNIT 6: MATTER - MIXTURE AND SOLUTIONS	How do the properties of matter change?	-know that matter has measurable physical properties and those determine how matter is classified, changed, and used.
UNIT 7: FORCE, MOTION AND ENERGY - MAGNETS	How are force, motion, and energy related?	-recognize that force, motion, and energy are related and are a part of everyday life.
UNIT 8: LIVING SYSTEMS - HABITATS	What is the purpose of a habitat?	-discover and understand that ecosystems support a diversity of plants and animals that share limited resources.

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 9: LIVING SYSTEMS - BEES AND GRASSHOPPERS	How can I understand the process of incomplete metamorphosis by studying bees and grasshoppers?	-investigate and understand the life cycle of a bee and grasshopper. -compare and contrast the life cycle of a bee and grasshopper. -observe and explain how physical characteristics of insects help them meet their basic needs.



# SECOND GRADE

# MATH

# READING

# PHONICS

# WRITING

# SOCIAL STUDIES

# SCIENCE

# SECOND GRADE MATH

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: NUMBERS TO 1,200	How can a place-value chart be used to compare three numbers?	<ul style="list-style-type: none"> <li>-identify, write, and manipulate numbers using standard form, word form, and expanded form up to 1,200.</li> <li>-use concrete models to compose and decompose numbers within 1,200.</li> <li>-compare two whole numbers to determine which is greater than, less than, or equal to another within 1,200.</li> <li>-skip count by 2's, 3's, 4's, 5's, and 10's.</li> </ul>
UNIT 2: ADDITION TO 1,200	How can we use strategies to add numbers within 1,200?	<ul style="list-style-type: none"> <li>-add within 1,200 using concrete and pictorial models and mental math.</li> <li>-regroup in tens and ones place.</li> <li>-add up to four two-digit numbers together.</li> </ul>
UNIT 3: SUBTRACTION TO 1,200	How can we use strategies to subtract numbers within 1,200?	<ul style="list-style-type: none"> <li>-use concrete and pictorial models, mental math, and a variety of strategies to determine the difference of numbers within 1,200.</li> <li>-regroup in the hundreds, tens, and ones place.</li> <li>-subtracts across zeros.</li> </ul>
UNIT 4: LENGTH AND TEMPERATURE	How can we interpret standard measurement of length and temperature?	<ul style="list-style-type: none"> <li>-compare, order, add, and subtract metric and customary lengths to the nearest centimeter, inch, and foot.</li> <li>-read temperature on a Fahrenheit thermometer to the nearest 10 degrees.</li> </ul>
UNIT 5: TWO-STEP WORDS PROBLEMS	When is addition and subtraction used to solve real-world problems?	<ul style="list-style-type: none"> <li>-use part-part-whole as a strategy in addition and subtraction.</li> <li>-compare two groups of objects.</li> <li>-solve two-step real-world problems.</li> </ul>

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 6: FRACTIONS	How can a whole number be expressed as a fraction?	<ul style="list-style-type: none"> <li>-use concrete models to count fractional parts of a whole.</li> <li>-identify examples of halves, thirds, fourths, sixths, eighths, and tenths.</li> </ul>
UNIT 7: TIME AND MONEY	How is time read differently on an analog and digital clock? How can I count a collection of coins within two dollars?	<ul style="list-style-type: none"> <li>-read and write time on analog and digital clocks to the nearest five minute increment.</li> <li>-use A.M. and P.M. to represent morning, afternoon, and night.</li> <li>-recognize and compare amounts of money using addition and subtraction.</li> <li>-determine the value of a collection of coins up to two dollars using dollar signs, cent symbols, and decimal points.</li> </ul>
UNIT 8: GRAPHS AND LINE PLOTS	How can data be collected and represented?	<ul style="list-style-type: none"> <li>-collect data and create a graph with up to four categories using pictographs, picture graphs, bar graphs, and line plots.</li> <li>-use data from a graph to draw conclusions and make predictions.</li> </ul>
UNIT 9: MULTIPLICATION AND DIVISION	What strategies can I use to multiply and divide?	<ul style="list-style-type: none"> <li>-use knowledge of odd and even numbers to make groups of two.</li> <li>-multiply and divide with 2, 5, and 10.</li> </ul>
UNIT 10: SHAPES	How can I use flat shapes to form solid shapes?	<ul style="list-style-type: none"> <li>-recognize and name lines and surfaces of flat and solid shapes.</li> <li>-create and recognize shapes with a line of symmetry.</li> <li>-construct flat shapes into new solid shapes.</li> </ul>

# SECOND GRADE READING

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: SCHEMA AND METACOGNITION	Why is it important to use my schema before I read a text? How can I use prior knowledge to understand and make connections within the text?	-use prior knowledge to engage with the text. -make connections (text to self, text to text, text to world).
UNIT 2: SEQUENCING	How do readers use sequencing to retell the text?	-retell and sequence the plot. -locate facts and key details in the text. -support answers with evidence from the text.
UNIT 3: SUMMARIZING	How do readers use key details to determine the main idea in a fiction text?	-identify the topic in order to use key details to determine main idea. -distinguish the topic from the main idea. -summarize the plot.
UNIT 4: BIOGRAPHY	Why is it important to learn about people from our past?	-specify the difference between fiction and nonfiction. -differentiate between biography and autobiography. -locate facts within the text. -ask questions to clarify.
UNIT 5: FACTS AND TEXT FEATURES	How do text and graphic features help us locate specific information within a text?	-identify biblical lessons in a story. -use text and graphic features to locate specific information within the text.
UNIT 6: CHARACTERS AND MAIN IDEA	How can studying the traits of characters help us better understand the story?	-describe the traits, feelings, and motivations of the main character in works of fiction. -identify the main idea.

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 7: FAIRY TALES, FOLK TALES, AND FABLES</b>	Which parts of a text can we use to make predictions about the life lessons in fables?	<ul style="list-style-type: none"> <li>-use ideas, illustrations, and titles, to make, and confirm predictions.</li> <li>-identify the elements of dialogue.</li> <li>-identify and describe moral and Biblical lessons as themes in well-known fables.</li> <li>-compare stories.</li> </ul>
<b>UNIT 8: POETRY</b>	How can we use words and phrases to help us create a visual image of the author's words?	<ul style="list-style-type: none"> <li>-recognize that some words and phrases have literal and nonliteral meanings.</li> <li>-describe how rhyme, rhythm, and repetition interact to create images in a text.</li> </ul>
<b>UNIT 9: LITERATURE CIRCLES</b>	What can we learn by comparing the similarities and differences of story elements in works by the same author?	<ul style="list-style-type: none"> <li>-describe similarities and differences in the plots and settings of several works of fiction by the same author.</li> </ul>

# SECOND GRADE PHONICS

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: DIGRAPHS/SOUNDS OF /K/</b>	How does identifying a digraph or digraph blend help with accurate spelling?	<ul style="list-style-type: none"> <li>-identify word structures such as digraphs, digraph blends, and sounds of /k/.</li> </ul>
<b>UNIT 2: BONUS LETTERS -FF, LL, SS, AND ZZ</b>	How do I read and spell one-syllable words that end with f, l, s, or z?	<ul style="list-style-type: none"> <li>-identify bonus letters: ff, ll, ss, and zz.</li> <li>-apply the Bonus Letter Rule in reading and writing.</li> </ul>

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 3: CLOSED SYLLABLES	Why is it important to identify a closed syllable word?	-identify closed syllable exceptions.
UNIT 4: SUFFIXES -S, -ES, ED, AND -ING	How do I spell, read, and understand the meaning of words that have inflectional endings added?	-understand how suffixes change the meaning of root words. -read and spell words with suffixes.
UNIT 5: MULTISYLLABIC WORDS	How does recognizing common word patterns help me read multisyllabic words fluently?	-identify common word patterns in multisyllabic words. -decode multisyllabic words.
UNIT 6: VOWEL-CONSONANT-E SYLLABLES	How can I identify a word that has one or more syllables?	-phonetically read and spell one, two, and three syllable words.
UNIT 7: OPEN SYLLABLES	How does spelling words with open syllables differ from spelling words with closed syllables?	-learn how to combine open syllables with a vowel consonant.
UNIT 8: R CONTROLLED WORDS	How does understanding r-controlled syllables help me spell multisyllabic words accurately?	-combine r-controlled syllables with other syllable types.
UNIT 9: WORDS WITH -ER, -IR, AND -UR	Why is it important to understand spelling formations when forming words with an r-controlled sound?	-choose the correct r-controlled syllable to form a word.
UNIT 10: VOWEL TEAMS -AI AND AY	How can I distinguish between the spelling of vowel teams that sound the same when writing?	-distinguish between words spelled with vowel teams ai and ay. -identify homophones.



# SECOND GRADE WRITING

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: WRITING MECHANICS	How do the mechanics of writing help me create a complete sentence?	<ul style="list-style-type: none"> <li>-recognize and use capital letters at the beginning of sentences and proper nouns.</li> <li>-recognize and use punctuation at the end of sentences and in quotes.</li> <li>-recognize and use apostrophes in possessive nouns and contractions.</li> </ul>
UNIT 2: PARTS OF SPEECH AND GRAMMAR SKILLS	How does applying the correct parts of speech improve my writing?	<ul style="list-style-type: none"> <li>-utilize the different functions of nouns (singular/plural, common/proper, possessive, collective) pronouns, verbs (regular and irregular), adjectives, adverbs (adding -ly), prepositions/prepositional phrases.</li> <li>-use conjunctions to create compound subjects and verbs.</li> </ul>
UNIT 3: WRITING PROCESS	How does the writing process help me publish a piece of writing?	<ul style="list-style-type: none"> <li>-plan, draft, revise, edit, and publish both creative and analytical text.</li> </ul>
UNIT 4: PERSONAL NARRATIVE	How can adding supporting details effectively communicate my small moment?	<ul style="list-style-type: none"> <li>-plan and write a small moment story with a beginning, middle, and end by generating ideas for writing.</li> </ul>
UNIT 5: BIOGRAPHY REPORT	How can I inform an audience about an influential person in history?	<ul style="list-style-type: none"> <li>-gather facts to write about an influential person in the world.</li> </ul>
UNIT 6: OPINION WRITING	How can expressing my opinion in writing persuade others to like, accept, or change a way of thinking?	<ul style="list-style-type: none"> <li>-use reasoning and facts to justify a point of view.</li> </ul>

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 7: INFORMATIONAL WRITING	What text features can I use in my writing to convey information and inform my audience ?	-examine a topic and convey ideas and information clearly.
UNIT 8: POETRY	How can I express my feelings, beliefs, or thoughts through poetry?	-write short poems using sensory details through descriptive words and graphic elements such as shape, rebus, couplet, quatrain.
UNIT 9: FAIRY TALES	In what ways does writing fairy tales help me utilize story elements and dialogue?	-incorporate story elements and dialogue in a writing.

# SECOND GRADE

## SOCIAL STUDIES

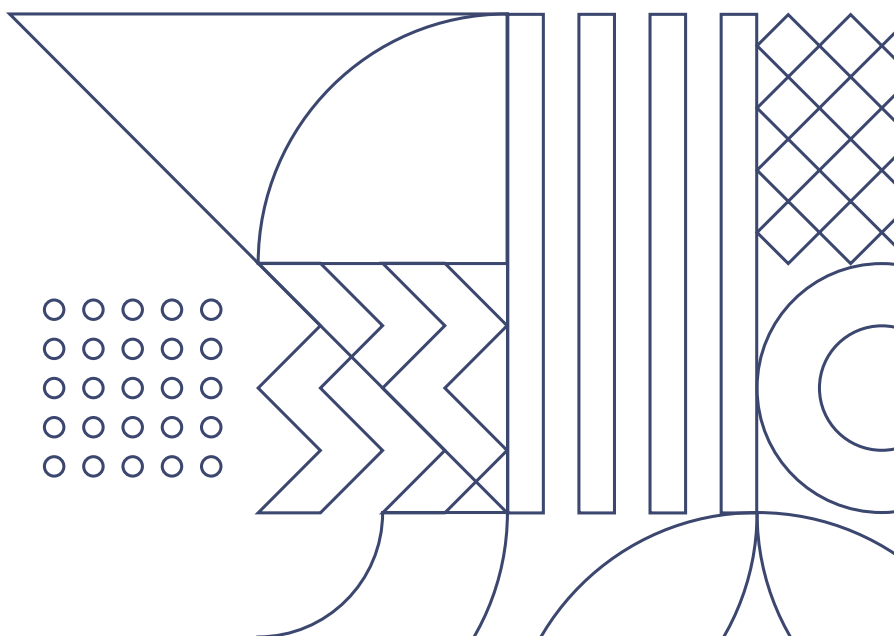
UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: CITIZENSHIP	How can identifying and practicing our ROLE at school help us become great school citizens?	-practice and model the identified responsibilities that make a good school citizen.
UNIT 2: MAPS, CONTINENTS, AND OCEANS	How can I use maps and globes to identify different landforms and describe relative locations?	-use maps and globes to locate equator, poles, continents, oceans, selected rivers, mountains, and lakes. -demonstrate skills by making a map using cardinal directions.

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 3: HISTORICAL BIOGRAPHIES</b>	How can studying the lives of people from the past, help us in the present and future?	-describe events and people of other time periods and places. -report and present events in sequential order.
<b>UNIT 4: NATIVE AMERICANS</b>	Why is it important to understand the lives and contributions of Native Americans?	-compare lives and contributions of American Natives cultures of past and present, with emphasis on NW, NE, SW, SE, and Plains.
<b>UNIT 5: HISTORICAL MONUMENTS AND LANDMARKS</b>	How can learning about historical monuments and landmarks help us understand the development of our country?	-examine and explain the people and events associated with local and national historical monuments and landmarks, such as the Lincoln Memorial, George Washington Monument, and Central High School.
<b>UNIT 6: ECONOMICS</b>	How can we classify various resources?	-identify our various resources (natural, human, capital).

# SECOND GRADE SCIENCE

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: LIFECYCLES- FROGS, BUTTERFLIES, FOOD CHAINS</b>	How can life cycles and food chains help us understand the order of life and its survival in an ecosystem?	-understand that living things have basic needs and processes such as metamorphosis. -study the life cycle of a butterfly. -identify parts of a food chain.

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 2: FORCES AND MOTION	How do we explain that forces cause change?	-understand that force, motion, and energy are related and are a part of everyday life.
UNIT 3: MATTER	What is matter?	-describe and classify objects that have properties and patterns that can change when heated or cooled. -understand matter has physical properties: solid, liquid, gas.
UNIT 4: WEATHER	How can identifying types of clouds help us predict the weather?	-identify recognizable patterns in the natural world. -observe and record weather patterns. -create a water cycle and cloud diagram.
UNIT 5: ROCKS AND MINERALS	How does the rock cycle help us classify types of rocks?	-investigate and understand that the natural world includes earth materials that change over time. -observe rocks and identify the types. -create a rock cycle diagram.



# THIRD GRADE

MATH

READING

WORD STUDY

WRITING AND GRAMMAR

SCIENCE

SOCIAL STUDIES



# THIRD GRADE MATH

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: PLACE VALUE	Why is place value important?	<ul style="list-style-type: none"> <li>-use objects, pictures, standard, written, expanded, and model form to represent numbers up to 100,000.</li> <li>-compare two whole numbers between 0 and 99,999.</li> <li>-compose/decompose numbers up to 99,999.</li> </ul>
UNIT 2: MENTAL MATH, ADDITION UP TO 100,000, ADDITION PROBLEM SOLVING	How can we use mental math to solve real world problems?	<ul style="list-style-type: none"> <li>-estimate and solve single and two-step addition/subtraction problems involving two whole numbers, each 9,999 or less, with/without regrouping.</li> </ul>
UNIT 3: SUBTRACTION WITHIN 10,000, SUBTRACTION PROBLEM SOLVING	How can we use subtraction strategies and attributes to solve problems?	<ul style="list-style-type: none"> <li>-estimate and solve single and two-step addition/subtraction problems involving two whole numbers, each 9,999 or less, with/without regrouping.</li> </ul>
UNIT 4: MULTIPLICATION STRATEGIES AND PROBLEM SOLVING	Why is multiplication more efficient in finding a whole with equal groups than addition?	<ul style="list-style-type: none"> <li>-represent multiplication facts using a variety of approaches, such as repeated addition, equal groups, arrays, area models, number lines and skip counting.</li> <li>-multiply up to 12 by 12 fluently.</li> <li>-solve problems that involve multiplication by any one- and two-digit numbers using facts to 12.</li> <li>-estimate to determine solutions to mathematical and real-world multiplication problems.</li> </ul>

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 5: DIVISION STRATEGIES AND PROBLEM SOLVING</b>	<b>Why is division more efficient in finding equal parts than subtraction?</b>	<ul style="list-style-type: none"> <li>-find the number of objects in each group when a set is partitioned or a set of objects is shared equally.</li> <li>-recognize and use the inverse relationships between multiplication/division and use these relationships to complete basic fact sentences.</li> </ul>
<b>UNIT 6: AREA AND PERIMETER</b>	<b>How can we solve problems involving the distance around and interior measurements of shapes?</b>	<ul style="list-style-type: none"> <li>-measure areas by counting unit squares (sq cm, sq m, sq ft, and improvised units).</li> <li>-find the area of a rectangle with whole-number side lengths by tiling and show that the area is the same as would be found by multiplying the side lengths.</li> <li>-solve real-world and mathematical problems involving perimeters of polygons.</li> </ul>
<b>UNIT 7: MULTIPLICATION WITH REGROUPING UP TO THREE DIGITS BY ONE DIGIT</b>	<b>How do we solve large digit multiplication problems?</b>	<ul style="list-style-type: none"> <li>-solve problems that involve multiplication by any one- and two-digit numbers using facts to 12.</li> </ul>
<b>UNIT 8: FRACTIONS</b>	<b>Why is it important to be able to compare fractions as part of a whole?</b>	<ul style="list-style-type: none"> <li>-name and write fractions represented by a model.</li> <li>-recognize, represent, and generate equivalent fractions with denominators of 2, 3, 4, 6, 8, 10 using a variety of objects and models.</li> <li>-express whole numbers as fractions/recognize that fractions are equivalent to whole numbers.</li> <li>-add and subtract proper fractions having like-denominators of 2, 3, 4, 6, 8, 10.</li> </ul>

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 9: DATA ANALYSIS	How can I analyze a set of data to solve complex questions?	<ul style="list-style-type: none"> <li>-construct a line plot, a picture graph, or a bar graph to represent data.</li> <li>-read and interpret the data represented in line plots, bar graphs, and picture graphs.</li> <li>-solve one and two-step problems using data represented in a table or graph using intervals greater than one.</li> </ul>
UNIT 10: TIME	Why is it important to be able to manipulate time accurately?	<ul style="list-style-type: none"> <li>-read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.</li> <li>-determine elapsed time in one-hour increments over a 12-hour period.</li> <li>-determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools.</li> <li>-identify equivalent periods of time, including relationships among days, months, and years, as well as hours and minutes.</li> </ul>
UNIT 11: MEASUREMENT	How can I determine the proper tool and unit of measure when examining objects?	<ul style="list-style-type: none"> <li>-estimate and measure length to the nearest <math>\frac{1}{2}</math> inch, yard, and meter using the appropriate tool.</li> <li>-estimate and measure liquid volume (capacity) in cups, pints, quarts, gallons, and liters.</li> <li>-estimate and measure weight/mass of objects in pounds/ounces and kilograms/grams, using a scale.</li> </ul>
UNIT 12: GEOMETRY	How can I describe the attributes of quadrilaterals using mathematical terminology?	<ul style="list-style-type: none"> <li>-use attributes to recognize and represent quadrilaterals.</li> <li>-identify and represent points, line segments, rays, angles, and lines.</li> <li>-identify and describe congruent and noncongruent plane figures.</li> <li>-determine the area of a plane figure using tiling or the formula for area and understand the relationship between the concrete model and the formula.</li> </ul>



# THIRD GRADE READING

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: READING FOUNDATIONS	How do our habits and choices help us to grow as readers?	<ul style="list-style-type: none"> <li>-build stamina.</li> <li>-develop habits and routines.</li> <li>-recognize and utilize comprehension strategies.</li> </ul>
UNIT 2: FICTION STUDY	How does understanding the structure of a fictional text impact our comprehension?	<ul style="list-style-type: none"> <li>-explain the elements of character and plot.</li> <li>-identify the main idea and locate supporting details.</li> <li>-identify explicit cause and effect relationships.</li> </ul>
UNIT 3: NON-FICTION STUDY	How does understanding the structure of a nonfictional text impact our comprehension?	<ul style="list-style-type: none"> <li>-utilize text structure to make inferences and draw conclusions.</li> <li>-effectively utilize text features.</li> <li>-distinguish fact and opinion.</li> </ul>
UNIT 4: POETRY	How do poets read and comprehend a variety of poetry?	<ul style="list-style-type: none"> <li>-identify poetic technique and graphic elements.</li> <li>-read and comprehend a variety of poetry.</li> </ul>
UNIT 5: FIGURATIVE LANGUAGE	How does figurative language enhance literature?	<ul style="list-style-type: none"> <li>-describe how literary elements create imagery.</li> <li>-identify and comprehend a variety of figurative language.</li> </ul>
UNIT 6: MYSTERY	How does a mystery author use literary tools to create suspense?	<ul style="list-style-type: none"> <li>-describe how the interaction of characters impacts the plot.</li> <li>-identify foreshadowing.</li> <li>-utilize inferencing to make and confirm predictions.</li> </ul>

# THIRD GRADE WORD STUDY

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: CLOSED SYLLABLES	How does the application of phonetic rules help us read and write?	spell and decode: -glued sounds (nk, ng) -exceptions to closed syllables -ck and tch -w and qu effect on o
UNIT 2: SUFFIXES AND PREFIXES		spell and decode: -words with common suffixes -regular and irregular plurals
UNIT 3: V_E SYLLABLES		spell and decode: -vowel-consonant-e syllables -spelling of /k/ in a v-e pattern -s making the /z/ sound
UNIT 4: V IN WORD ENDINGS		spell and decode: -words with -ve at the end -words with -ive as a suffix -words with silent e spelling rules
UNIT 5: SCHWA SOUNDS		spell and decode: -schwa words -et spelling at the end of words
UNIT 6: OPEN SYLLABLES		spell and decode: -open syllables and exceptions -y as a vowel
UNIT 7: PLURALIZING Y AND O ENDINGS		spell and decode: -plural words ending in y and o -y as a suffix
UNIT 8: THE CONSONANT -LE SYLLABLE		spell and decode: -consonant -le syllables -consonant -le exceptions -tion/sion ending

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 9: R CONTROLLED WORDS</b>	How does the application of phonetic rules help us read and write?	spell and decode: -r controlled vowels
<b>UNIT 10: VOWEL TEAMS</b>		spell and decode: -vowel team syllables -adding suffixes to vowel teams
<b>UNIT 11: CONTRACTIONS</b>		spell and decode: -contractions
<b>UNIT 12: SOFT C AND G</b>		spell and decode: -soft c sounds  -soft g sounds -dge after a short vowel

# THIRD GRADE WRITING AND GRAMMAR

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRODUCTION TO WRITING</b>	How can tools we use help us to become better writers?	-identify and properly use nouns, verbs, adjectives, and adverbs. -set up and utilize writing binders. -compose daily writing to increase stamina.

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 2: GRAMMAR INTENSIVE FOCUS	How is proper grammar use essential to writing?	<ul style="list-style-type: none"> <li>-identify parts of a sentence.</li> <li>-use comparative adjectives and adverbs.</li> <li>-make subjects and nouns agree.</li> </ul>
UNIT 3: FOUNDATIONAL WRITING SKILLS	Why do we use a variety of sentences in our writing?	<ul style="list-style-type: none"> <li>-to build compound and complex sentences.</li> <li>-identify and correct fragments and run on sentences.</li> <li>-identify and utilize the four types of sentences.</li> </ul>
UNIT 4: PERFECT PARAGRAPHS	What is the purpose for constructing a perfect paragraph?	<ul style="list-style-type: none"> <li>-plan paragraph using boxes and bullets</li> <li>-build a topic</li> <li>-state key idea</li> <li>-elaborate</li> <li>-write an effective conclusion</li> </ul>
UNIT 5: TYPES OF WRITING	How do I identify the proper genre of writing to compose based on my purpose?	<ul style="list-style-type: none"> <li>-identify and compose expository, narrative, and opinion paragraphs.</li> </ul>
UNIT 6: WORD CHOICE	How does word choice impact writing?	<ul style="list-style-type: none"> <li>-utilize grade-level vocabulary in daily writing.</li> <li>-replace overused words with specific substitutes.</li> </ul>
UNIT 7: INFORMATIVE WRITING INTENSIVE	How do I write to inform?	<ul style="list-style-type: none"> <li>-draft, revise, edit, and publish a three paragraph informative writing piece.</li> <li>-use effective transitions.</li> </ul>
UNIT 8: OPINION WRITING INTENSIVE	How do I communicate my opinion through writing?	<ul style="list-style-type: none"> <li>-draft, revise, edit, and publish three paragraph opinion writing.</li> </ul>
UNIT 9: NARRATIVE WRITING INTENSIVE	How do I effectively tell a story?	<ul style="list-style-type: none"> <li>-draft, revise, edit, and publish three paragraph narrative writing pieces.</li> <li>-incorporate a detailed order of events.</li> </ul>
UNIT 10: POETRY	Why is figurative language essential to writing poetry?	<ul style="list-style-type: none"> <li>-utilize figurative language to create a variety of poetry.</li> </ul>

# THIRD GRADE READING

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: SOIL	Why is soil important?	<ul style="list-style-type: none"> <li>-understand the components and importance of soil.</li> <li>-examine the properties of soil.</li> <li>-explore and record the different types of soil.</li> <li>how they are formed.</li> </ul>
UNIT 2: ANIMALS	How are all living things connected?	<ul style="list-style-type: none"> <li>-explain the difference between living things and their diet.</li> <li>-explore and classify how living things physical characteristics and behaviors allow them to survive in a particular environment.</li> <li>-identify and describe the flow of energy in a food chain and the effect that changes have on the ecosystem.</li> </ul>
UNIT 3: MATTER	How are all objects composed and changed?	<ul style="list-style-type: none"> <li>-understand that objects can be described by their physical properties.</li> <li>-identify physical changes and demonstrate that physical properties remain the same.</li> <li>-combine and justify the use of materials to create new items that are stronger than their individual parts.</li> </ul>
UNIT 4: FORCE, MOTION, AND ENERGY	How can we manipulate energy to get work done?	<ul style="list-style-type: none"> <li>-name and identify the purpose and function of simple machines.</li> <li>-identify and give examples of simple and compound machines found in our environment.</li> <li>-describe and demonstrate how light is reflected and refracted.</li> <li>-explain the cycles, patterns, and systems of light and sound.</li> </ul>

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 5: EARTH/SPACE SYSTEMS	How does our solar system function?	<ul style="list-style-type: none"> <li>-identify and compare the characteristics of Earth, the moon, and the sun.</li> <li>-identify planets in the solar system and their position in relation to the sun.</li> <li>-demonstrate how the rotation and revolution of planets use gravity to keep them in orbit.</li> <li>-collect and analyze data to identify sequences and predict patterns of change in the natural world.</li> </ul>

# THIRD GRADE

## SOCIAL STUDIES

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: CITIZENSHIP	Why is good citizenship essential for a society?	<ul style="list-style-type: none"> <li>-identify and apply the responsibilities of good citizenship.</li> <li>-define and follow the ROLE as a school citizen.</li> </ul>
UNIT 2: GOVERNMENT	How is the US government structured?	<ul style="list-style-type: none"> <li>-understand the basic structure and functions of various levels of government and the role of public officials.</li> </ul>

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 3: MAPS	Why are map skills essential for understanding relative location?	<ul style="list-style-type: none"> <li>-use maps and globes to identify various features.</li> <li>-use maps to locate and name the 50 US states.</li> <li>-use maps and globes to locate explored regions.</li> </ul>
UNIT 4: EXPLORERS	How have explorers shaped American history?	-understand how the age of exploration impacted the Americas by studying the accomplishments of various explorers.
UNIT 5: ECONOMICS	How does free enterprise function? What is the purpose of an economic system?	<ul style="list-style-type: none"> <li>-identify examples of making an economic choice and the idea of opportunity cost.</li> <li>-understand the concept of the free enterprise system.</li> <li>-understand the purposes of earning, spending, saving, and donating money.</li> </ul>
UNIT 6: AMERICAN HISTORY	Why were the founding documents created and why are they essential today?	-discuss the origins of the United States founding documents.





# FOURTH GRADE

MATH

READING

SCIENCE

SOCIAL STUDIES



# FOURTH GRADE MATH

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: WORKING WITH WHOLE NUMBERS	How do we use place value to show an understanding of multi-digit numbers?	-represent numbers using standard form, word form, and expanded form. -use their understanding of place value to add and subtract up to seven and eight digit numbers.
UNIT 2: MULTIPLICATION AND DIVISION	How are multiplication and division important when solving problems?	-multiply and divide multi-digit numbers. -solve fluency problems with two to four steps involving multiplication and division, including interpreting remainders.
UNIT 3: AREA AND PERIMETER	Why is it important to understand the procedures for area and perimeter?	-demonstrate understanding of math formulas to determine the area and perimeter of various figures.
UNIT 4: FRACTIONS AND MIXED NUMBERS	How do we use our knowledge of fractions to show equal parts?	-represent equivalent fractions. -determine if two fractions are equivalent using a variety of methods. -add, subtract, and multiply fractions with unlike denominators and simplify the answer.
UNIT 5: DECIMALS	How are fractions and decimals related?	-compare, order, and convert decimals to fractions and then fractions back to decimals.
UNIT 6: TABLES AND LINE GRAPHS	How do we use and apply information from a given data display?	-create, interpret, and apply information using various forms of graphs and charts. -use mean, median, mode, and range to describe a data set.

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 7: CONVERSION OF MEASUREMENTS	How can I measure length, mass, weight, volume, and time in different units?	<ul style="list-style-type: none"> <li>-measure using customary and metric units.</li> <li>-convert measurements within the same measurement system, from a smaller unit to a larger unit or larger to smaller unit, when given other equivalent measurements represented in a table.</li> <li>-determine elapse time in a 12 hour period.</li> </ul>
UNIT 8: ANGLES AND LINE SEGMENTS	How do we draw, measure, and identify lines and angles?	<ul style="list-style-type: none"> <li>-identify and describe representations of lines, rays, line segments, and angles including end points and vertices.</li> <li>-identify and produce lines that demonstrate intersection, perpendicularity and parallelism.</li> </ul>
UNIT 9: POLYGONS AND SYMMETRY	Where is symmetry used in God's creation? How do we use our knowledge of geometric figures in the world around us?	<ul style="list-style-type: none"> <li>-define and classify polygons based on their attributes.</li> <li>-identify and create patterns of symmetry within a figure.</li> <li>-investigate and recognize the congruence of plane figures, resulting from geometric transformations, such as reflection, translation, and rotation.</li> </ul>

# FOURTH GRADE READING

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: DYNAMIC CHARACTERS	How does character change throughout a story? How does this change affect the plot of a story?	-describe the interaction of characters including relationships and changes; summarize plots. -use elements of the writing process to compose creative text.
UNIT 2: INFERENCES AND CONCLUSIONS	Why is it important to draw conclusions and infer when reading fiction literature?	-understand, make inferences and draw conclusions about elements of a variety of text and provide evidence from text to support understanding.
UNIT 3: TEXT FEATURES AND STRUCTURES	How do text features and text structures aid in comprehension of nonfiction?	-use multiple text features to gain overview of text and locate information. -use elements of the writing process to compose analytical text that demonstrates clear focus and the use of appropriate language that advances the author's purpose.
UNIT 4: PLOT DEVELOPMENT	Why is it important to know the development of a plot?	-summarize the elements of plot development and explain their influence on future events. -compose a text that demonstrates the logical development of ideas in well-organized paragraphs.
UNIT 5: LITERATURE DISCUSSIONS	How does understanding the development of the plot help us communicate our inferences and conclusions?	- make inferences and draw conclusions about elements of a variety of text. -use evidence from a text to help others understand a text and make sense of it.

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 6: HISTORICAL FICTION</b>	How does setting contribute to the plot of the story?	-ask relevant questions and support answers with evidence from text. -explain how the setting contributes to the plot of a story.
<b>UNIT 7: RESEARCH</b>	How can I learn more about a topic when completing a research project?	-use multiple text features to gain overview of text and locate information. -answer research questions and record gathered information using textual support. -write a persuasive essay that establishes a position and uses supporting details.

# FOURTH GRADE SCIENCE

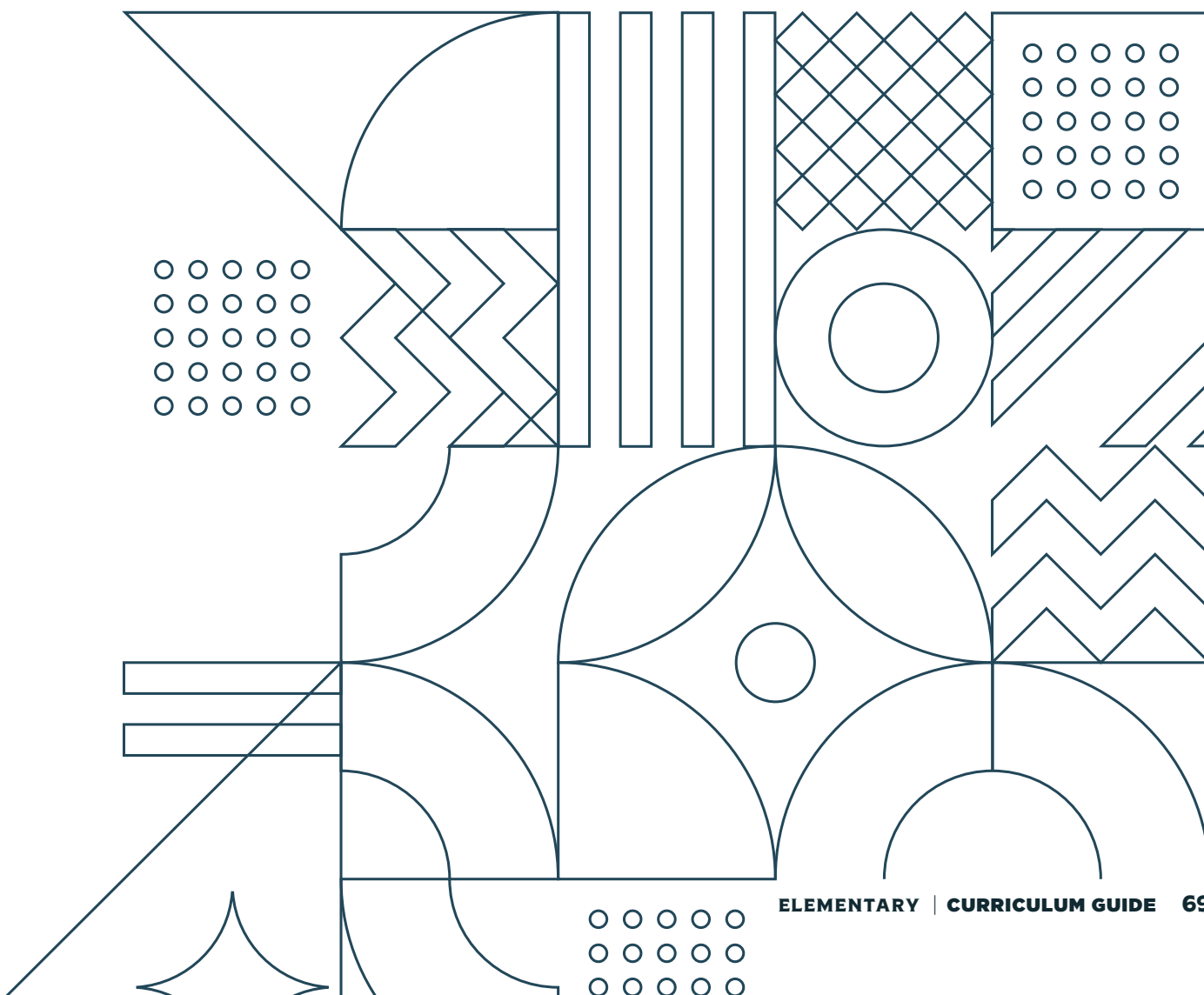
<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: LIVING SYSTEMS</b>	What characteristics do all living things share?	-classify living things. -explore adaptations. -compare structures and functions of different species. -differentiate between inherited traits and learned behaviors. -identify how plants reproduce and meet basic needs.
<b>UNIT 2: ECOSYSTEMS</b>	How do organisms interact with their environment?	-investigate and understand that ecosystems support a diversity of plants and animals that share limited resources. -describe populations and communities. -give examples of habitats and niches. -identify how ecosystems change over time.

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 3: EARTH SCIENCE	What are the layers and structures of the Earth?	<ul style="list-style-type: none"> <li>-identify layers and basic structure of the Earth's interior.</li> <li>-investigate plate tectonics, volcanic eruptions, earthquakes, and landslides.</li> <li>-identify both renewable and nonrenewable resources.</li> </ul>
UNIT 4: WEATHER	What is the difference between weather and climate?	<ul style="list-style-type: none"> <li>-measure and record changes in weather.</li> <li>-make predictions.</li> <li>-identify common storms.</li> <li>-recognize weather measurements &amp; tools.</li> <li>-differentiate between weather and climate.</li> <li>-identify layers of the atmosphere.</li> </ul>
UNIT 5: MATTER	What are the properties of matter and how are they classified?	<ul style="list-style-type: none"> <li>-understand that matter has measurable physical properties which determine how matter is classified, changed, and used.</li> <li>-compare and contrast matter's physical properties.</li> <li>-compare and contrast mixtures and solutions.</li> </ul>
UNIT 6: FORCE AND MOTION	How can we measure force?	<ul style="list-style-type: none"> <li>-investigate motion, friction, and kinetic energy.</li> <li>-use experiments to test forces applied on an object (push or pull, gravity, friction or magnetism).</li> </ul>
UNIT 7: ENERGY	What is energy?	<ul style="list-style-type: none"> <li>-differentiate among forms of energy, conductors, and insulators.</li> <li>-identify particles of an atom.</li> <li>-demonstrate how both static electricity and electric circuits work.</li> <li>-identify historical contributions to electricity.</li> </ul>

# FOURTH GRADE SOCIAL STUDIES

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: REGIONS OF THE UNITED STATES</b>	<p>What led to the colonization of the Americas?</p> <p>What are the physical characteristics of places and regions of the United States?</p>	<p>-understand the concept of the five regions in the U.S.</p> <p>-learn the 50 states in the U.S.</p> <p>-recognize the U.S. as a land rich in natural resources.</p>
<b>UNIT 2: EXPLORING EARLY AMERICAS</b>	<p>What impact did European exploration have on the world?</p>	<p>-understand how civilizations developed in the Americas.</p> <p>-understand that mapmakers drew maps based on information from early explorers.</p> <p>-use maps and globes to locate and explain the significance of the countries of England, Spain, France, and Netherlands.</p>
<b>UNIT 3: THE 13 COLONIES</b>	<p>What led to the colonization of the Americas?</p>	<p>-understand the causes and effects of European colonization in the U.S.</p> <p>-understand the organization of governments in colonial Americas.</p>
<b>UNIT 4: THE AMERICAN REVOLUTION</b>	<p>How did the American Revolution impact our lives today?</p>	<p>-understand how conflict between the American colonies and Great Britain led to American independence.</p> <p>-identify the intent, meaning, and importance of the Declaration of Independence.</p>
<b>UNIT 5: NEW NATION</b>	<p>What challenges did America face as a new nation?</p>	<p>-demonstrate knowledge of the challenges faced by the new nation.</p> <p>-recognize that Americans are a people of diverse ethnic origins, customs, and traditions who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.</p>

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 6: WESTWARD EXPANSION	How did westward expansion impact America?	<ul style="list-style-type: none"> <li>-demonstrate knowledge of westward expansion, Louisiana Purchase, Lewis and Clark, Trail of Tears.</li> <li>-describe territorial expansion.</li> </ul>
UNIT 7: ECONOMICS	How does economics impact my daily life?	<ul style="list-style-type: none"> <li>-evaluate the priority of economic wants and consequences of the opportunity cost.</li> <li>-understand the impact of supply and demand on consumers and producers in a free market system.</li> </ul>







# ENRICHMENT CLASSES

**ART**

**INNOVATION**

**LIBRARY**

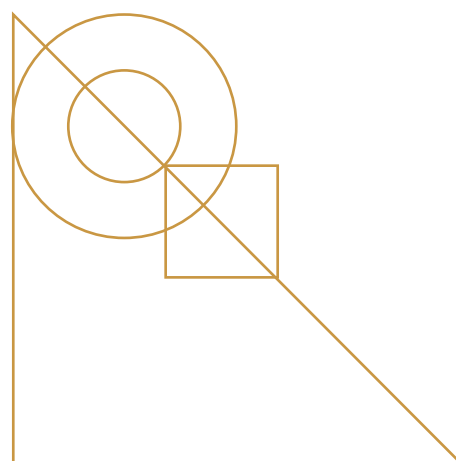
**MUSIC**

**PHYSICAL EDUCATION**

**SPANISH**

**STEM**

**TECHNOLOGY**



An abstract geometric pattern composed of various shapes and lines in white and light orange on a mustard yellow background. The pattern includes concentric circles, overlapping arcs, zig-zag lines, horizontal and vertical lines, and clusters of small circles. A large, stylized leaf-like shape is formed by overlapping arcs in the center. A diagonal line runs from the bottom left towards the center. A four-pointed star shape is located in the lower right quadrant.

# ART

# KINDERGARTEN

## ART

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: INTRO TO ART	What is art?	-identify types of art and learn to recognize art all around them.
UNIT 2: LINES AND SHAPES	How do I use lines in art?	-identify horizontal, diagonal, and vertical lines. -identify and create basic geometric shapes.
UNIT 3: COLOR	What is color?	-identify the three primary colors and three secondary colors.
UNIT 4: DRAWING	What is drawing?	-draw with pencil and crayon. -be introduced to directed drawing.
UNIT 5: PAINTING	How do I use a paintbrush?	-paint with big strokes. -learn proper paint and brush care.
UNIT 6: FAMOUS ARTISTS	What famous artists can I name?	-be introduced to famous works of art and the artists who created them.
UNIT 7: CLAY	What is clay?	-be introduced to basic clay techniques.
UNIT 8: FIBER ARTS	How can I use fibers to accent my artwork?	-add fiber to their artwork.
UNIT 9: THE ELEMENTS OF ART	What are the elements of art?	-be introduced to the Seven Elements of Art.

# FIRST GRADE ART

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRO TO ART</b>	<b>What materials can be used to make art?</b>	-explore and discuss a variety of materials that artists use to make art.
<b>UNIT 2: LINES AND SHAPES</b>	<b>Why are lines and shapes important in art?</b>	-use a variety of lines and shapes to create art.
<b>UNIT 3: COLOR</b>	<b>What is a color wheel?</b>	-be introduced to the color wheel. -mix secondary colors from primary colors.
<b>UNIT 4: DRAWING</b>	<b>What art supplies can I use to draw art?</b>	-draw with markers and oil pastels.
<b>UNIT 5: PAINTING</b>	<b>How can I use colors to express meaning?</b>	-paint with warm and cool colors.
<b>UNIT 6: FAMOUS ARTISTS</b>	<b>What characteristics make an artist famous?</b>	-learn basic information about famous artists and begin to identify some of their works of art.
<b>UNIT 7: CLAY</b>	<b>What can I create with clay?</b>	-learn to form slabs, coils, and pinch pots from clay.
<b>UNIT 8: FIBER ARTS</b>	<b>How can I use fibers to create something?</b>	-be introduced to the basics of weaving.
<b>UNIT 9: THE ELEMENTS OF ART</b>	<b>What are the building blocks of art?</b>	-recite the Elements of Art and learn the definition of each element.

# SECOND GRADE

## ART

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRO TO ART</b>	<b>Who is an artist?</b>	-define what makes someone an artist and how artists impact our world.
<b>UNIT 2: LINES AND SHAPES</b>	<b>How is an organic shape different from a geometric shape?</b>	-identify organic shapes and use them in their artwork.
<b>UNIT 3: COLOR</b>	<b>How can I create different colors?</b>	-create a color wheel. -mix basic tints and shades.
<b>UNIT 4: DRAWING</b>	<b>What drawing techniques can I learn and use?</b>	-draw with markers and paint. -be introduced to drawing from observation.
<b>UNIT 5: PAINTING</b>	<b>How can I use watercolors to create art?</b>	-learn basic watercolor painting techniques.
<b>UNIT 6: FAMOUS ARTISTS</b>	<b>How are artists different?</b>	-explore different styles of art by well-known artists.
<b>UNIT 7: CLAY</b>	<b>What can I make from a flat piece of clay?</b>	-create an object from a slab of clay.
<b>UNIT 8: FIBER ARTS</b>	<b>How can I share my weaving skills with others?</b>	-continue learning weaving techniques. -weave Kumihimo bracelets.
<b>UNIT 9: THE ELEMENTS OF ART</b>	<b>How can I use the elements of art in my own artwork?</b>	-identify the elements of art in artwork.

# THIRD GRADE ART

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: INTRO TO ART	What sparks the creative process?	-explore what inspires their creativity.
UNIT 2: LINES AND SHAPES	What are some ways that I can make my art pop off my paper?	-draw three-dimensional shapes.
UNIT 3: COLOR	How are colors related to one another?	-learn about tertiary and complementary colors.
UNIT 4: DRAWING	How can I give more depth to my artwork?	-create drawings with a foreground, middle ground, and background. -produce a drawing with contrast.
UNIT 5: PAINTING	How can I use watercolor painting techniques to add detail and texture to my work?	-improve their watercolor painting skills. -learn different ways to use watercolors to create a variety of effects in their artwork.
UNIT 6: FAMOUS ARTISTS	If I could be a famous artist, who would I want to be and why?	-learn about individual famous artists and be able to recreate a version of their artwork.
UNIT 7: CLAY	What factors do I need to consider to create a sturdy 3D clay art piece?	-confidently create a three-dimensional piece of clay art using a variety of techniques and tools.
UNIT 8: FIBER ARTS	How do different cultures use fiber art to relay meaning?	-sew basic stitches on burlap. -complete a God's Eye yarn craft and explain it's cultural significance.
UNIT 9: THE ELEMENTS OF ART	Which Elements of Art can make the biggest impact on my own artwork?	-select two or three Elements of Art to include in their artwork and discuss the impact it had on their work.

# FOURTH GRADE ART

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: INTRO TO ART	How do I know when my work of art is truly finished?	-revise and refine their artwork. -discuss and collaborate with each other.
UNIT 2: LINES AND SHAPES	How can I make shapes appear dimensional?	-add shading, cross-hatching, and other lines to their shapes to create dimension and contrast.
UNIT 3: COLOR	How can using only one color in my art create feeling?	-use monochromatic colors to create a design.
UNIT 4: DRAWING	What could I add to my art to make it appear more realistic?	-learn to draw more realistically by adding shading to their work. -learn how to create art from a one-point perspective.
UNIT 5: PAINTING	How can I use paint to represent the world around me?	-learn to paint a still life with acrylic paints.
UNIT 6: FAMOUS ARTISTS	How can learning about famous artists inspire my own art?	-take the style of a famous artist and create their own art inspired by that style.
UNIT 7: CLAY	What can I create with clay that would be useful in everyday life?	-create a clay coil pot and add details to represent their own artistic style.
UNIT 8: FIBER ARTS	What kinds of everyday items can I use to create fiber art?	-weave using a variety of looms such as cardboard, a cup, a plate, and a straw.
UNIT 9: THE ELEMENTS OF ART AND THE PRINCIPLES OF DESIGN	How can I use the Elements of Art to create a focus point in my art?	-continue to experiment with the Elements of Art to see how they affect their own artwork. -be introduced to the Principles of Design.



# INNO- VATION



# KINDERGARTEN INNOVATION

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: COMMUNICATION	How does following established classroom procedures encourage effective discussion?	-express ideas, explanations, and feelings clearly and appropriately.
UNIT 2: SEASONS	How does our location on the earth affect living things?	-identify how living things are affected by their location on Earth.
UNIT 3: SOCIAL STUDIES	Why are holidays important to culture?	-recognize that holiday traditions are an important part of building a strong bond between families and community.
UNIT 4: TRADITIONS AND CULTURE	What is the meaning of the symbols used to represent our country?	-identify and discuss the meaning of various symbols of the United States.
UNIT 5: SYMBOLISM	How does understanding a nation's symbolism enhance the understanding of history?	-explore how images reflect the values and/or beliefs of a nation.
UNIT 6: LITERATURE	How can reading stories from other cultures help us to appreciate different peoples?	-develop an appreciation for different cultures around the world.

# FIRST GRADE INNOVATION

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: COMMUNICATION	How does following established communication protocols encourage effective discussion?	-express ideas effectively through verbal, non-verbal, written, and listening forms of communication.
UNIT 2: SEASONS	How does location on the earth affect living things?	-discuss how location on the earth predicts plant, animal, and human behaviors.
UNIT 3: SOCIAL STUDIES	How are our lives different from those who lived in the past?	-compare and contrast life today with those who lived in the past.
UNIT 4: TRADITIONS AND CULTURE	How do holiday traditions connect us to a community?	-recognize that holiday traditions are an important part of building a strong bond between families and community.
UNIT 5: SYMBOLISM	How can symbols unite those they represent?	-recognize and discuss the meaning of various symbols of the United States.
UNIT 6: LITERATURE	How can learning about other cultures teach us about our own?	-develop an appreciation for different cultures around the world.

# SECOND GRADE INNOVATION

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: COMMUNICATION</b>	How can I effectively communicate what I know and what I want to know?	-express ideas effectively by following established protocols of communication in discussion, through the use of graphic organizers, and by summarizing information.
<b>UNIT 2: CRITICAL THINKING</b>	How are our lives different from those people who lived in the past?	-compare and contrast their lives to the lives of children long ago.
<b>UNIT 3: TRADITIONS AND CULTURE</b>	Why are holidays important to culture?	-recognize that holiday traditions are an important part of building a strong bond between families and community.
<b>UNIT 4: SYMBOLISM</b>	How can symbols unite those they represent?	-recognize and discuss the various symbols of a certain culture.
<b>UNIT 5: LITERATURE</b>	How does learning about other cultures affect my appreciation of my culture?	-compare and contrast their culture to other cultures.

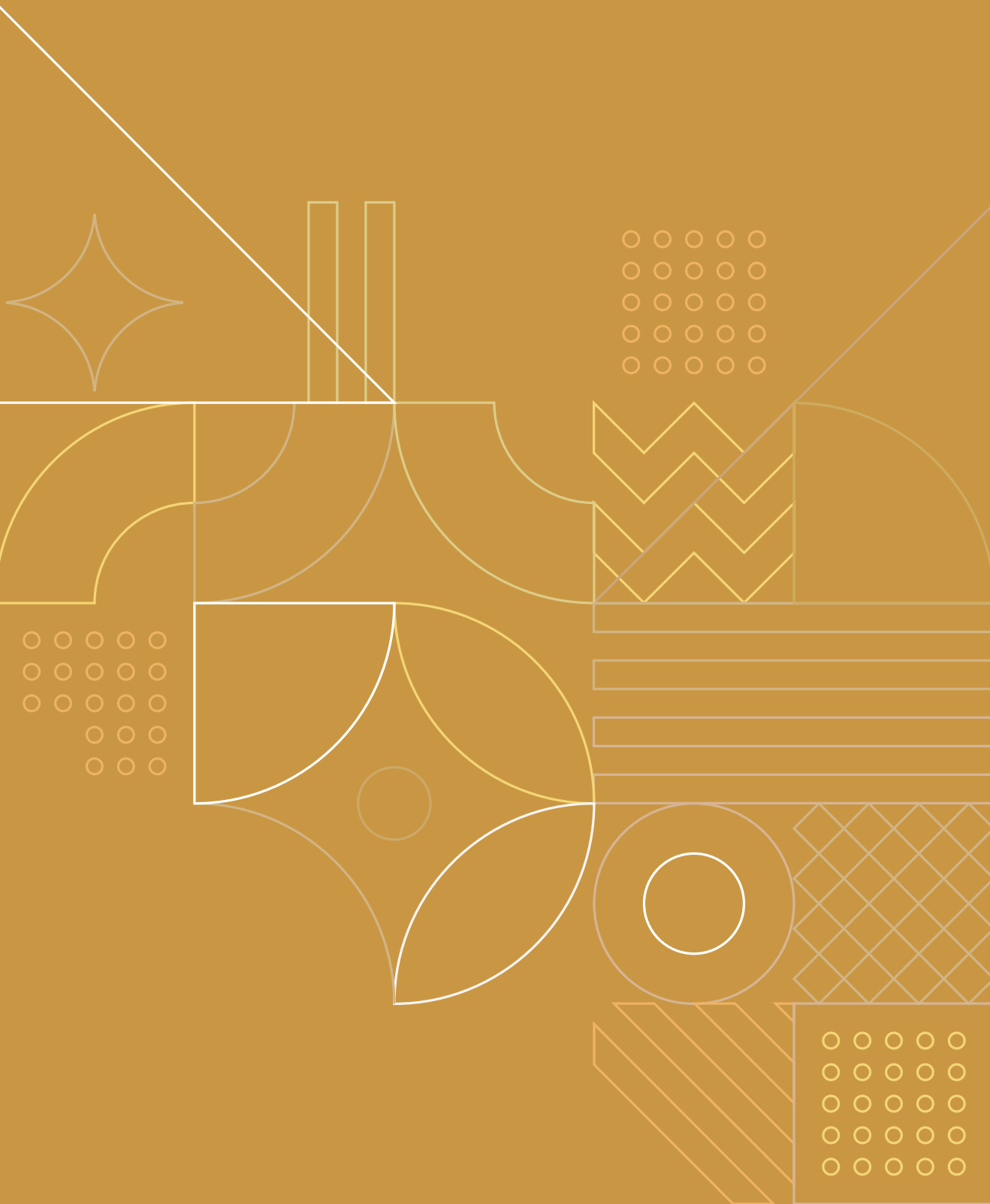
# THIRD GRADE INNOVATION

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: COMMUNICATION	How does our understanding of discussion protocols affect our ability to communicate well with others?	-express ideas and opinions using various forms of communication (i.e. verbal, non-verbal, written, and listening) appropriately and with respect for others.
UNIT 2: CRITICAL THINKING	How does archeology contribute to our understanding of history?	-give examples of how archeology is a tool for learning about the past.
UNIT 3: RESEARCH	In what ways can the hardships of others affect our lives?	-express the conflicts and hardships experienced by the Pilgrims during the Mayflower voyage.
UNIT 4: MAP SKILLS	How can analyzing and interpreting geographic data enrich learning?	-use latitude and longitude lines as well as visualize and interpret data to locate positions on a map or globe.
UNIT 5: GLOBAL INNOVATIONS	How have our lives been affected by the innovations of others?	-recognize and appreciate innovation in every day life.

# FOURTH GRADE INNOVATION

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: COMMUNICATION</b>	How does following established communication protocols encourage effective discussion?	-express and summarize ideas and opinions using various forms of communication (i.e. verbal, non-verbal, written, and listening) appropriately and with respect for others.
<b>UNIT 2: ARCHEOLOGY</b>	How does archeology contribute to our understanding of human history?	-provide examples of how archeology is a tool for learning about the past.
<b>UNIT 3: RESEARCH/ TECHNOLOGY</b>	When is hardship good?	-identify who the Pilgrims were and express how the hardships they faced contributed to their success in the New World.
<b>UNIT 4: ANCIENT CULTURES</b>	What factors make a powerful and prosperous civilization?	-research and analyze information and draw conclusions about the factors necessary to establish a powerful and productive civilization.
<b>UNIT 5: GLOBAL INNOVATIONS</b>	How have our lives been affected by the innovations of other cultures?	-recognize and appreciate the innovative contributions of other cultures.

# LIBRARY



# FIRST GRADE LIBRARY

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: LIBRARY ORGANIZATION: ABC ORDER AND CALL NUMBERS</b>	How are books organized in the library?	-become familiar with the way the library and books are organized.
<b>UNIT 2: GENRE AND BOOK TASTINGS</b>	What genres do I connect to and enjoy the most?	-understand what a genre is and explore different types of genres within the library.
<b>UNIT 3: NATIVE AMERICANS/ ENRICHMENT COLLABORATIVE UNIT</b>	What are some common themes found in the books by Native American authors?	-hear a variety of stories by Native American authors that highlight various aspects of their culture.
<b>UNIT 4: CULTURE AND TRADITIONS</b>	How do different types of literature point to similarities and differences between traditions and culture around the world?	- learn about the history of holiday traditions through a variety of texts.
<b>UNIT 5: BIBLE STORIES</b>	What makes the Bible different from all other types of books?	-learn that the author of the Bible is God.
<b>UNIT 6: BLACK HISTORY MONTH</b>	Who are some well known Black American authors and how have they impacted the world through their work?	-read and hear a variety of texts by Black American authors.
<b>UNIT 7: MYSTERIES</b>	What is a mystery?	-learn what a mystery is as they hear and discuss various texts.
<b>UNIT 8: FOLKTALES</b>	What are the common elements of a folktale?	-learn the basic components of folktales.
<b>UNIT 9: TEXT CONNECTIONS</b>	How can we connect to the stories that we read?	-learn to connect with literature in different ways.



# SECOND GRADE LIBRARY

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: LIBRARY ORGANIZATION: ABC ORDER AND CALL NUMBERS	How are books organized in the library?	-become familiar with the way the library is organized.
UNIT 2: GENRE AND BOOK TASTINGS	What genres do I connect with and enjoy the most?	-explore different types of genres within the library.
UNIT 3: NATIVE AMERICANS- ENRICHMENT COLLABORATIVE UNIT	What are some common themes found in the books by Native American authors?	-learn about important aspects of Native American life through various texts by Native American authors.
UNIT 4: CULTURE AND TRADITIONS	How do different types of literature point to similarities and differences between different traditions and culture around the world?	-read and reflect on texts that highlight different cultures and traditions around the world.
UNIT 5: BIBLE STORIES	In what ways is the Bible different from all other types of literature?	-learn to look at the Bible as one true story that points to the main character, Jesus.
UNIT 6: BLACK HISTORY MONTH	Who are some well known Black American authors and how have they impacted the world through their work?	-identify Black American authors' works by reading a variety of texts.
UNIT 7: MYSTERIES	How is a mystery different from other genres of literature?	-learn the elements of mystery texts. - recognize how mysteries are different from other genres of literature.
UNIT 8: FOLKTALES	What are common elements of folktales?	-compare and contrast folktales to other types of literature.
UNIT 9: TEXT CONNECTIONS	In what ways can we connect with different types of literature?	-learn how to make text connections while reading through teacher modeling and independently reading a variety of texts.

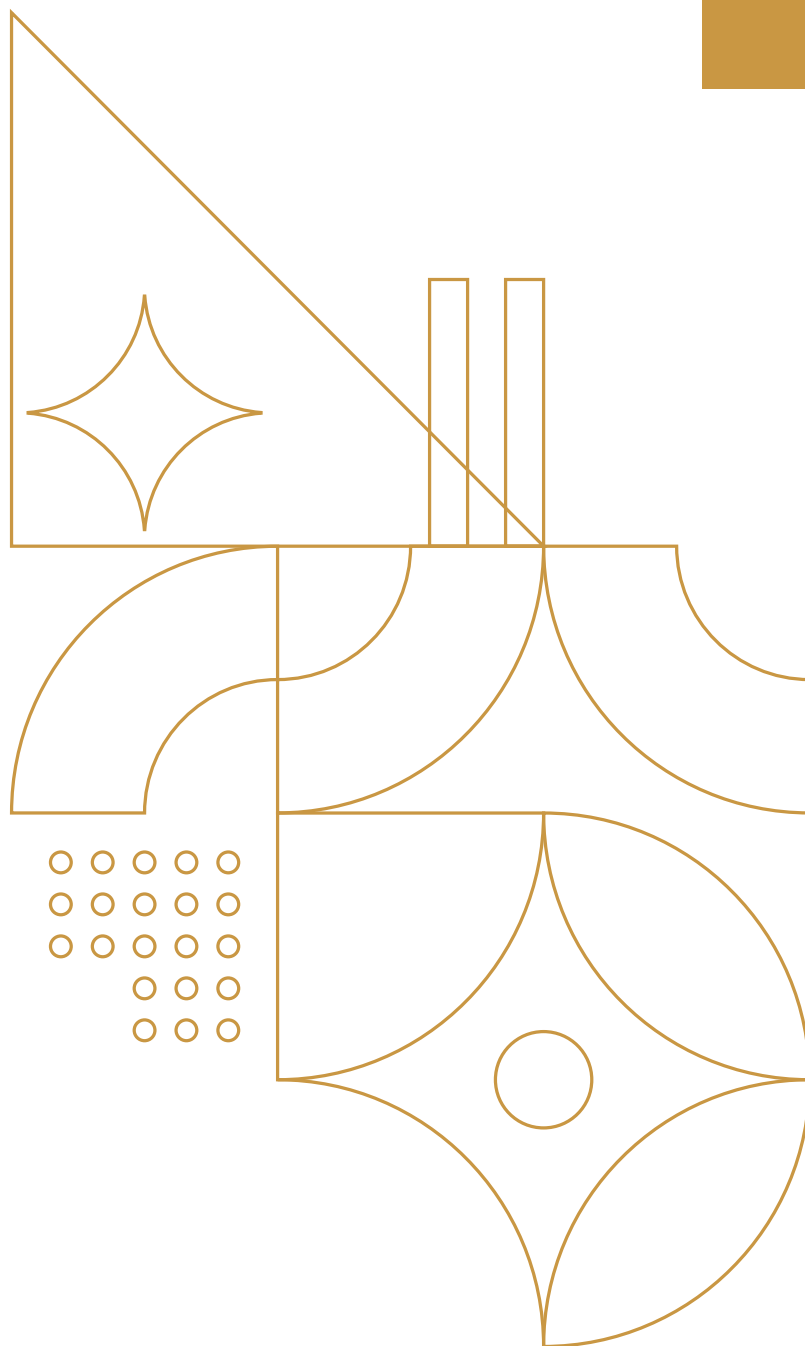
# THIRD GRADE LIBRARY

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: LIBRARY ORGANIZATION: CALL NUMBERS</b>	How are books organized in the library?	-become familiar with the way the library and books are organized.
<b>UNIT 2: GENRE AND BOOK TASTINGS</b>	Which genre do I connect to and enjoy the most?	-explore and evaluate genres to decide which ones they connect with.
<b>UNIT 3: NATIVE AMERICANS- ENRICHMENT COLLABORATIVE UNIT</b>	What can we learn through Native American literature about their customs and culture?	-learn about Native American customs and culture through various types of literature.
<b>UNIT 4: CULTURE AND TRADITIONS</b>	How do different types of literature point to similarities and differences between different traditions and cultures around the world?	-learn the history of many common U.S. traditions and compare other traditions from around the world through reading a variety of texts.
<b>UNIT 5: BIBLE STORIES</b>	What makes the Bible different from all other types of literature?	-study, examine, and explore big Bible characters throughout the Old and New Testament.
<b>UNIT 6: BLACK HISTORY MONTH</b>	Who are some well known Black American authors and how have they impacted the world through their work?	-explore different types of literature by Black American authors.
<b>UNIT 7: MYSTERIES</b>	What are the common components of a mystery?	-learn and apply the key components to solving a mystery.
<b>UNIT 8: FOLKTALES</b>	What are common elements of a folktale?	-analyze and discuss the lessons that can be learned from various folktales.
<b>UNIT 9: TEXT CONNECTIONS</b>	In what ways can we connect with different types of literature?	-learn about the different types of connections we can make to literature and apply to their reading.

# FOURTH GRADE LIBRARY

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: LIBRARY ORGANIZATION: CALL NUMBERS	How does understanding the organization of the library help me locate information?	-become familiar with the way the library and books are organized.
UNIT 2: GENRE AND BOOK TASTINGS	How does exploring various genres affect what I choose to read?	-make text to self, text to world, and text to text connections with different types of literature.
UNIT 3: NATIVE AMERICANS- ENRICHMENT COLLABORATIVE	What nonfiction resources help me learn the similarities and differences between the Native American tribes in the US?	-use nonfiction resources to research Native American tribes in the US.
UNIT 4: TRADITIONS AND CULTURE	How do different types of literature point to similarities and differences between traditions and culture around the world?	-explore and share different traditions among people within our community and abroad.
UNIT 5: BIBLE STORIES	What makes the Bible different from all other types of books?	-recognize and discuss how Bible characters relate to their lives today.
UNIT 6: BLACK HISTORY MONTH	Who are some well known Black American authors and how have they impacted the world through their work?	-recognize the investments that Black Americans have made in our country and world.
UNIT 7: MYSTERIES	How are mysteries different from any other genre?	-learn the different components that make up a mystery. -use clues/evidence to solve their own mysteries.
UNIT 7: MYSTERIES	How are mysteries different from any other genre?	-learn the different components that make up a mystery. -use clues/evidence to solve their own mysteries.

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 8: FOLKTALES</b>	<b>What are common elements of folktales?</b>	-incorporate elements of traditional folktales into original folktales.
<b>UNIT 9: TEXT CONNECTIONS</b>	<b>In what ways can we connect with different types of literature?</b>	-make text-to-self, text-to-world, and text-to-text connections with different types of literature.



# MUSIC



# K3 MUSIC

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: STEADY BEAT	How do I respond to a beat through body movement?	-feel steady beat. -use stomping feet, clapping hands, and other movements to mimic the steady beat.
UNIT 2: TEMPO	How do I express the difference between fast and slow?	-listen to musical expressions to differentiate between fast and slow. -gallop to the fast beat and walk slow-motion to the slow beat.
UNIT 3: PITCH	What is the difference between high and low sound?	-differentiate high and low pitches. -listen to two different instruments and identify which is high and which is low.
UNIT 4: DYNAMICS	What is the difference between loud and soft sound?	-identify and express loud and soft sounds.

# K4 MUSIC

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: STEADY BEAT	How do I respond to a beat through body movement?	-feel and create steady beat. -use stomping feet, clapping hands, and other movements to mimic the steady beat.

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 2: TEMPO</b>	How do I express the difference between fast and slow?	-differentiate between fast and slow. -hear and identify fast and slow beat using songs and sounds played on instruments. -mimic a variety of movements to express fast and slow beats.
<b>UNIT 3: PITCH</b>	What is the difference between high and low sounds?	-differentiate high and low pitches. -listen to a variety of different instruments and identify which is high and which is low. -mimic high and low pitches with their voices.
<b>UNIT 4: DYNAMICS</b>	What is the difference between loud and soft sounds?	-identify loud and soft sounds. -hear and mimic loud and soft sounds using their voices and classroom instruments.

# KINDERGARTEN MUSIC

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: BEAT</b>	How do I respond to and create steady beat?	-feel, identify, and express steady beat. -use singing and movement to feel and mimic steady beat. -explore real-world examples to recognize beat or no beat.
<b>UNIT 2: VOICE</b>	How do I use my four different voices to create sounds and music?	-identify four different voices (whisper, talk, shout, sing). -play games that teach about the four different voices. -imitate the four voices using a variety of songs and chants.

<b>UNIT 3: RHYTHM</b>	<b>How do long sounds and short sounds make patterns in music?</b>	-experience the connection between beat and rhythms in music through singing and moving. -imitate body movements of different patterns of long and short sounds.
<b>UNIT 4: PITCH</b>	<b>How do I use high and low sounds in music?</b>	-differentiate between high and low sounds. -use their singing voices to sing high and low pitches and perform different high and low melodies.
<b>UNIT 5: INSTRUMENTS</b>	<b>What are instrument families and how are they different?</b>	-identify four instrument families and characteristics of instruments in each family. -recognize the sound of one instrument in each family.
<b>UNIT 6: DYNAMICS</b>	<b>How do loud and soft sounds make music interesting?</b>	-hear and express loud and soft sounds in music. -play rhythm instruments, imitate body motions, and use their singing voices to express loud and soft sounds.
<b>UNIT 7: TEMPO</b>	<b>How do fast and slow sounds make songs different?</b>	-identify and express fast and slow sounds.

# FIRST GRADE MUSIC

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT1: BEAT</b>	<b>How are strong beats and weak beats different?</b>	-discover the difference between strong and weak beats. -use various songs and movement activities to feel strong and weak beats.
<b>UNIT 2: METER</b>	<b>How do different patterns of strong and weak beats affect songs?</b>	-find how meters of two, three, and four feel different. -count different meter patterns -use body movements to explore different meter patterns.



<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 3: RHYTHM</b>	<b>What are rhythms?</b>	-listen and imitate rhythm patterns on rhythm instruments. -create and perform different patterns of rhythm using graphic icons, manipulatives, and movement activities.
<b>UNIT 4: VOICE</b>	<b>How does my voice create music?</b>	-be introduced to the vocal cords and how our voice produces sound. -explore how other parts of our body help us make beautiful sounds.
<b>UNIT 5: LINES AND SPACES</b>	<b>What are lines and spaces?</b>	-be introduced to lines and spaces. -identify the difference between a line and a space.
<b>UNIT 6: PITCH</b>	<b>What are pitches?</b>	-be introduced to the term "pitch"-how high or low a sound is. -be introduced to "sol" and "mi" solfege syllables.
<b>UNIT 7: NOTES AND RESTS</b>	<b>What are notes and rests?</b>	-be introduced to notes and rests using icons and progressing to musical symbols. -learn how quarter notes, eighth notes, and rests differ.
<b>UNIT 8: TEMPO</b>	<b>What is tempo?</b>	-be introduced to the term "tempo". -learn how tempo determines how fast or slow music is.
<b>UNIT 9: DYNAMICS</b>	<b>What are dynamics?</b>	-be introduced to the term "dynamics". -differentiate "piano" and "forte".

# SECOND GRADE MUSIC

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: BEAT</b>	<b>How does beat affect the feeling of a song?</b>	-independently produce steady beat. -further explore the connection between strong beats and weak beats.
<b>UNIT 2: METER</b>	<b>How do meters of two, three, and four create different feelings in music?</b>	-recognize meters of two, three, and four. -use movement and graphic activities to more clearly feel the difference between meters of two, three, and four.
<b>UNIT 3: RHYTHM</b>	<b>How do I count rhythms?</b>	-feel, count, and perform rhythms along with a steady beat. -further internalize rhythms through singing, moving, and playing instruments.
<b>UNIT 4: SINGING</b>	<b>How do I use my singing voice correctly?</b>	-further understand the voice mechanism and how to sing correctly. -be introduced to the concept of home tone (tonic). -recall the lines and spaces and how they organize pitches.
<b>UNIT 5: MUSICAL PERIODS</b>	<b>What is the Baroque period?</b>	-be introduced to music history through the Baroque time period. -identify unique aspects of musical ornamentation during the Baroque period.
<b>UNIT 6: NOTES AND RESTS</b>	<b>What are different note and rest values?</b>	-identify whole note, half note, quarter note, eighth note, and quarter rest. -use movement, singing, and instruments to mimic note values and rests.
<b>UNIT 7: DYNAMICS</b>	<b>What are other dynamics levels in music?</b>	-recall and differentiate piano and forte. -recognize "issimo" and understand how it affects the volume of music and makes music more interesting.

# THIRD GRADE MUSIC

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: RHYTHM	How do I create rhythms?	-be introduced to ostinato. -create ostinatos using different note values and play them on a variety of classroom instruments.
UNIT 2: SINGING	What are the four different voice parts?	-name the four different voice parts (soprano, alto, tenor, bass) and identify them through listening.
UNIT 3: MELODY	How does the musical staff help us write melodies?	-become familiar with the musical alphabet. -recognize how notes are organized on the lines and spaces of the staff.
UNIT 4: MUSIC HISTORY	What is the Classical period?	-understand about Classical period music. -recall prior knowledge about Baroque period history and compare and contrast styles.
UNIT 5: NOTES AND RESTS	How are other note and rest values played and sung?	-be introduced to sixteenth notes, whole notes, and whole rests. -play or sing new note and rest values in simple rhythm combinations.
UNIT 6: DYNAMICS	How do dynamics affect music?	-recall dynamics levels and be introduced to mezzo piano, mezzo forte, crescendo, and decrescendo. -identify dynamics levels by letters.
UNIT 7: PERFORMANCE	What is my role as a performer and audience member?	-recognize good performance etiquette. -identify how to be a good performer and a good audience member.

# FOURTH GRADE MUSIC

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: RHYTHM	How do I play and create rhythms using a variety of note values?	-learn about triplets. -identify and play triplets in different rhythm combinations using rhythm instruments.
UNIT 2: SINGING	How can voices work together to create new sounds?	-be introduced to harmony. -sing simple harmonies. -understand that multiple notes can be played at once to create chords.
UNIT 3: MELODY	How do different melodies create feeling in music?	-become more familiar with the musical scale. -recognize the difference between major and minor sounds. -better understand intervals.
UNIT 4: DURATION	How do different lengths of notes and rests work together to create songs?	-recognize, sing, and play different note and rest values more fluently.
UNIT 5: MUSIC HISTORY	How does music history affect music today?	-understand Romantic period music. -identify differences in musical time periods and express how music history has influenced modern music.
UNIT 6: INSTRUMENTS	How do instruments create pitch, rhythm, and timbre?	-recall how different instruments are played. -be introduced to the recorder. -explore how to play the recorder using graphics and music written on the staff, recalling prior knowledge regarding pitch and rhythm.
UNIT 7: PERFORMANCE	How do I excel as a performer?	-recall performance etiquette from previous musical performances, understand how different types of performances require different levels of expression and body movement.

# PHYSICAL EDUCATION



K3

# PHYSICAL EDUCATION

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRODUCTION TO MOVEMENT</b>	How do I perform basic movements? Why is it important to follow PE instructions?	<ul style="list-style-type: none"> <li>-develop basic body awareness.</li> <li>-understand fundamental movements like walking, running, and jumping.</li> <li>-practice following simple instructions during physical activities.</li> </ul>
<b>UNIT 2: BODY PARTS AND SHAPE</b>	What are my major body parts and function?	<ul style="list-style-type: none"> <li>-identify major body parts and their functions.</li> <li>-explore different body shapes and movements.</li> <li>-develop spatial awareness through activities like stretching and bending.</li> </ul>
<b>UNIT 3: BALANCING</b>	How do I improve my balance and coordination?	<ul style="list-style-type: none"> <li>-explore various ways to balance on one foot and on different body parts.</li> <li>-engage in activities that enhance proprioception (the sense that tells your brain where all your body parts are).</li> </ul>
<b>UNIT 4: GROSS MOTOR SKILLS</b>	What is the correct throwing , catching, and kicking skills?	<ul style="list-style-type: none"> <li>-refine gross motor skills such as throwing, catching, and kicking.</li> <li>-develop hand-eye coordination through simple ball activities.</li> <li>-understand the concept of underhand and overhand movements.</li> </ul>
<b>UNIT 5: DANCE AND CREATIVE MOVEMENT</b>	What is rhythm?	<ul style="list-style-type: none"> <li>-explore rhythm and music through dance.</li> <li>-express emotions and ideas through creative movement.</li> <li>-develop spatial awareness in relation to others during group dances.</li> </ul>
<b>UNIT 6: COLORS AND SHAPES IN MOTION</b>	How can I learn colors and shapes through movement?	<ul style="list-style-type: none"> <li>-identify and name basic colors and shapes.</li> <li>-associate colors and shapes with specific movements.</li> <li>-engage in activities that promote color and shape recognition through movement.</li> </ul>

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 7: OUTDOOR ADVENTURES</b>	How can I practice teamwork during outdoor games?	<ul style="list-style-type: none"> <li>-explore and enjoy physical activities in an outdoor environment.</li> <li>-develop basic understanding of nature and the environment.</li> <li>-practice teamwork and social skills during outdoor play.</li> </ul>
<b>UNIT 8: OBSTACLE COURSE FUN</b>	What is an obstacle course? How can I get through the course as quickly as possible?	<ul style="list-style-type: none"> <li>-navigate through simple obstacle courses.</li> <li>-improve problem-solving skills through navigating challenges.</li> <li>-enhance agility, coordination, and spatial awareness.</li> </ul>
<b>UNIT 9: ANIMAL MOVEMENTS</b>	How can I move like a animal?	<ul style="list-style-type: none"> <li>-imitate and explore the movements of animals.</li> <li>-develop flexibility and body control through animal movements.</li> <li>-enhance vocabulary by associating movements with specific animals.</li> </ul>
<b>UNIT 10: MINI GAMES AND SPORTS</b>	How do I cooperate with teammates?	<ul style="list-style-type: none"> <li>-introduce basic concepts of sports and games.</li> <li>-engage in simple team activities to promote cooperation.</li> <li>-develop an undersanding of rules and fair play.</li> </ul>

# K4

# PHYSICAL EDUCATION

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRODUCTION TO MOVEMENT</b>	How do I perform basic movements?	<ul style="list-style-type: none"> <li>-develop body awareness.</li> <li>-demonstrate basic movements like running, jumping, and hopping.</li> <li>-understand and follow simple movement commands.</li> </ul>

<b>UNIT 2: SPATIAL AWARENESS</b>	<b>What are body relative directions?</b>	<ul style="list-style-type: none"> <li>-explore personal space and general space.</li> <li>-understand and use body relative directions (e.g., forward, backward, left, right).</li> <li>-engage in activities that promote spatial awareness, such as navigating through obstacles.</li> </ul>
<b>UNIT 3: BODY CONTROL AND BALANCE</b>	<b>How can I improve my balancing skills?</b>	<ul style="list-style-type: none"> <li>-improve gross motor skills.</li> <li>-develop basic balancing skills.</li> <li>-participate in activities that enhance coordination.</li> </ul>
<b>UNIT 4: HAND-EYE COORDINATION</b>	<b>How can I improve my hand-eye coordination?</b>	<ul style="list-style-type: none"> <li>-develop hand-eye coordination through activities like catching and throwing.</li> <li>-use simple equipment (e.g., balls, bean bags) to practice coordination.</li> <li>-enhance fine motor skills.</li> </ul>
<b>UNIT 5: TEAMWORK AND COOPERATION</b>	<b>How can I be a good teammate?</b>	<ul style="list-style-type: none"> <li>-understand the concept of teamwork.</li> <li>-participate in group activities that require cooperation.</li> <li>-demonstrate good sportsmanship.</li> </ul>
<b>UNIT 6: INTRODUCTION TO SPORTS SKILLS</b>	<b>How can I improve my basic sports skills?</b>	<ul style="list-style-type: none"> <li>-explore basic sports skills (e.g., kicking, dribbling).</li> <li>-understand simple rules of sports activities.</li> <li>-engage in modified sports activities suitable for young children.</li> </ul>
<b>UNIT 7: CREATIVE MOVEMENT</b>	<b>What is creative movement?</b>	<ul style="list-style-type: none"> <li>-express creativity through movement.</li> <li>-participate in dance and rhythm activities.</li> <li>-explore different ways to move the body.</li> </ul>
<b>UNIT 8: FITNESS FUN</b>	<b>Why is it important to be physically fit?</b>	<ul style="list-style-type: none"> <li>-participate in activities that promote cardiovascular fitness.</li> <li>-understand the concept of exercise and its benefits.</li> <li>-engage in age-appropriate fitness games.</li> </ul>
<b>UNIT 9: OUTDOOR ADVENTURES</b>	<b>How can I improve my skills in outdoor activities?</b>	<ul style="list-style-type: none"> <li>-explore nature through movement.</li> <li>-engage in outdoor games and activities.</li> <li>-develop an appreciation for physical activity in an outdoor setting.</li> </ul>
<b>UNIT 10: REVIEW AND CELEBRATION</b>	<b>How can I develop a positive attitude toward physical activity?</b>	<ul style="list-style-type: none"> <li>-reflect on the skills learned throughout the year.</li> <li>-celebrate individual and group achievements.</li> <li>-encourage a positive attitude toward physical activity.</li> </ul>



# KINDERGARTEN

## PHYSICAL EDUCATION

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: INTRODUCTION TO PHYSICAL EDUCATION	Why is personal space important in PE?	<ul style="list-style-type: none"> <li>-develop basic understanding of personal space.</li> <li>-practice following simple instructions.</li> <li>-engage in introductory movement activities.</li> </ul>
UNIT 2: SPATIAL AWARENESS AND COORDINATION	How can I improve my hand-eye coordination?	<ul style="list-style-type: none"> <li>-understand and apply the concepts of over, under, around, and through.</li> <li>-improve hand-eye coordination through simple catching and throwing activities.</li> <li>-develop balance through various activities.</li> </ul>
UNIT 3: FUNDAMENTAL LOCOMOTOR SKILLS	How can I improve my basic motor skills?	<ul style="list-style-type: none"> <li>-explore and practice fundamental motor skills such as kicking, rolling, and skipping.</li> <li>-understand the concept of fast and slow movements.</li> <li>-develop hand-foot coordination.</li> </ul>
UNIT 4: TEAMWORK AND COOPERATION	How can I be a good teammate?	<ul style="list-style-type: none"> <li>-participate in group activities and games.</li> <li>-understand the importance of sharing and taking turns.</li> <li>-develop basic cooperation skills.</li> </ul>
UNIT 5: CREATIVE MOVEMENT	What is creative movement?	<ul style="list-style-type: none"> <li>-express creativity through movement.</li> <li>-participate in dance and rhythm activities.</li> <li>-explore different ways to move the body.</li> </ul>
UNIT 6: BALANCING AND FLEXIBILITY	What are ways to improve my balance and flexibility?	<ul style="list-style-type: none"> <li>-improve balance through various activities.</li> <li>-enhance flexibility through stretching exercises.</li> <li>-demonstrate control and stability in different body positions.</li> </ul>
UNIT 7: FITNESS FUN	What are the best ways to become physically fit?	<ul style="list-style-type: none"> <li>"-introduce basic concepts of fitness and exercise.</li> <li>-participate in age-appropriate fitness activities.</li> <li>-understand the importance of a healthy and active lifestyle."</li> </ul>

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 8: SPORTS BASICS</b>	What are the basic skills of a particular sport?	<ul style="list-style-type: none"> <li>-introduce fundamental sports skills (e.g., dribbling, shooting).</li> <li>-understand basic rules of simple sports and games.</li> <li>-develop sportsmanship and fair play.</li> </ul>
<b>UNIT 9: OUTDOOR ADVENTURES</b>	How can I appreciate physical activity outdoors?	<ul style="list-style-type: none"> <li>-explore nature and the outdoors through physical activities.</li> <li>-develop basic outdoor skills (e.g., hiking, exploring).</li> <li>-develop an appreciation for physical activity in nature.</li> </ul>
<b>UNIT 10: SPORTSMANSHIP AND FAIR PLAY</b>	Have I reached my goals for physical fitness?	<ul style="list-style-type: none"> <li>-showcase acquired skills in a culminating event.</li> <li>-reflect on personal growth and achievements.</li> <li>-review and reinforce key concepts from previous units.</li> </ul>

# FIRST GRADE PHYSICAL EDUCATION

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRODUCTION TO PE</b>	Why is physical activity important?	<ul style="list-style-type: none"> <li>-understand the importance of physical activity.</li> <li>-identify basic PE rules and expectations.</li> <li>-develop listening and following instructions skills.</li> </ul>
<b>UNIT 2: LOCOMOTOR SKILLS</b>	What is the proper running, hopping and jumping techniques?	<ul style="list-style-type: none"> <li>-demonstrate proper walking, running, hopping, and jumping techniques.</li> <li>-understand the concept of personal space.</li> <li>-participate in simple relay races.</li> </ul>

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 3: BALANCING AND COORDINATION</b>	How can I develop basic balancing skills? How can I improve my hand-eye coordination?	<ul style="list-style-type: none"> <li>-develop basic balancing skills.</li> <li>-improve hand-eye coordination through activities like catching and throwing.</li> <li>-practice balancing on one foot and hopping on one foot.</li> </ul>
<b>UNIT 4: BODY AWARENESS</b>	What are my major body parts and their function?	<ul style="list-style-type: none"> <li>-identify and name body parts.</li> <li>-understand basic body movements (e.g., bending, stretching).</li> <li>-demonstrate body control during various activities.</li> </ul>
<b>UNIT 5: BALL SKILLS</b>	How can I develop basic ball-handling skills?	<ul style="list-style-type: none"> <li>-develop basic ball-handling skills (e.g., rolling, tossing).</li> <li>-practice catching and throwing a ball with a partner.</li> <li>-participate in simple ball games.</li> </ul>
<b>UNIT 6: SPATIAL AWARENESS</b>	How can I develop my spatial awareness?	<ul style="list-style-type: none"> <li>-understand the concepts of near and far, left and right.</li> <li>-develop awareness of personal space in relation to others.</li> <li>-participate in group activities that involve spatial awareness.</li> </ul>
<b>UNIT 7: JUMPING AND SKIPPING</b>	What are the benefits of jumping rope?	<ul style="list-style-type: none"> <li>-improve jumping skills, including long and short jumps.</li> <li>-introduce skipping as a fundamental movement skill.</li> <li>-participate in group jump rope activities.</li> </ul>
<b>UNIT 8: FITNESS AND HEALTH</b>	What is the importance of physical fitness?	<ul style="list-style-type: none"> <li>-understand the importance of physical fitness.</li> <li>-participate in simple fitness exercises (e.g., jumping jacks, jogging in place).</li> <li>-identify healthy habits for an active lifestyle.</li> </ul>
<b>UNIT 9: GAMES AND COOPERATION</b>	How can good teamwork and communication be helpful?	<ul style="list-style-type: none"> <li>-learn basic game rules and fair play.</li> <li>-participate in group games that encourage cooperation.</li> <li>-develop teamwork and communication skills.</li> </ul>
<b>UNIT 10: REVIEW AND CELEBRATION</b>	Have I reached my goals?	<ul style="list-style-type: none"> <li>-reflect on the skills learned throughout the year.</li> <li>-participate in a variety of physical activities to showcase progress.</li> <li>-celebrate achievements and encourage a positive attitude toward physical activity.</li> </ul>

# SECOND GRADE PHYSICAL EDUCATION

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRODUCTION TO PHYSICAL EDUCATION</b>	<b>Why is physical activity important?</b>	<ul style="list-style-type: none"> <li>-understand the importance of physical activity for overall health.</li> <li>-demonstrate basic knowledge of PE rules and expectations.</li> <li>-develop positive attitudes towards physical education and teamwork.</li> </ul>
<b>UNIT 2: LOCOMOTOR SKILLS</b>	<b>How can I improve my basic motor skills?</b>	<ul style="list-style-type: none"> <li>-improve basic motor skills such as running, jumping and throwing.</li> <li>-develop coordination and balance through various activities.</li> <li>-demonstrate proper techniques for fundamental movements.</li> </ul>
<b>UNIT 3: HAND-EYE COORDINATION</b>	<b>What activities can improve hand-eye coordination?</b>	<ul style="list-style-type: none"> <li>-improve hand-eye coordination through activities like catching and throwing.</li> <li>-use different types of balls and equipment.</li> </ul>
<b>UNIT 4: TEAMWORK AND COOPERATION</b>	<b>How can I be a good teammate?</b>	<ul style="list-style-type: none"> <li>-understand the concept of teamwork.</li> <li>-demonstrate cooperation in group activities and games.</li> </ul>
<b>UNIT 5: SPATIAL AWARENESS</b>	<b>Why is spatial awareness important?</b>	<ul style="list-style-type: none"> <li>-develop spatial awareness in relation to self and others.</li> <li>-navigate through obstacles and personal space.</li> </ul>
<b>UNIT 6: INTRODUCTION TO SPORTS</b>	<b>What are the basic rules and skills for this sport?</b>	<ul style="list-style-type: none"> <li>-learn the basic rules and skills of a specific sport (e.g., soccer, basketball).</li> <li>-practice sportsmanship and fair play.</li> </ul>
<b>UNIT 7: FLEXIBILITY AND STRETCHING</b>	<b>Why is stretching important?</b>	<ul style="list-style-type: none"> <li>-understand the importance of flexibility.</li> <li>-practice stretching exercises to improve flexibility.</li> </ul>
<b>UNIT 8: BALANCE AND COORDINATION</b>	<b>What can I do to improve my balance and coordination?</b>	<ul style="list-style-type: none"> <li>-improve balance through various activities.</li> <li>-enhance overall coordination.</li> </ul>

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 9: FITNESS CIRCUIT</b>	What is cardiovascular fitness?	-participate in a fitness circuit incorporating different exercises. -understand the concept of cardiovascular fitness.
<b>UNIT 10: REVIEW AND CELEBRATION</b>	What have I learned in PE?	-reflect on the skills and knowledge acquired throughout the year. -participate in a culminating event or celebration showcasing learned skills.

# THIRD GRADE PHYSICAL EDUCATION

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRODUCTION TO PHYSICAL EDUCATION</b>	Why is physical education important?	-understand the importance of physical education for overall health. -learn basic PE rules and procedures. -develop good sportsmanship and teamwork skills.
<b>UNIT 2: FUNDAMENTAL MOVEMENT SKILLS</b>	What is the proper running and throwing techniques?	-demonstrate proper running, jumping, and throwing techniques. -develop balance and coordination through various exercises and activities. -improve hand-eye coordination through catching and throwing drills.
<b>UNIT 3: FITNESS AND CONDITIONING</b>	What is the importance of warm-up and cool-down routines?	-learn about different components of fitness (cardiovascular endurance, muscular strength, flexibility). -participate in age-appropriate aerobic exercises and strength-building activities. -understand the concept of warm-up and cool-down routines.

<b>UNIT 4: TEAM SPORTS</b>	<b>What is the importance of teamwork and cooperation?</b>	<ul style="list-style-type: none"> <li>-understand the basic rules and skills of the sport.</li> <li>-develop techniques of the sport.</li> <li>-learn the importance of teamwork and cooperation.</li> </ul>
<b>UNIT 5: INDIVIDUAL SPORTS</b>	<b>What is the basic movement for this sport?</b>	<ul style="list-style-type: none"> <li>-learn basic movements and exercises of the sport.</li> <li>-develop body awareness and control.</li> <li>-practice different routines and moves.</li> </ul>
<b>UNIT 6: OUTDOOR ACTIVITIES AND GAMES</b>	<b>How can I develop agility and speed for outdoor activities?</b>	<ul style="list-style-type: none"> <li>-participate in various outdoor games and relays.</li> <li>-develop agility, speed, and teamwork skills through outdoor activities.</li> <li>-have fun and enjoy physical activity outdoors.</li> </ul>
<b>UNIT 7: RACQUET SPORTS</b>	<b>How do I prepare for singles and doubles matches?</b>	<ul style="list-style-type: none"> <li>-understand the basic rules and techniques of using a racquet for a particular sport.</li> <li>-develop forehand and backhand strokes.</li> <li>-learn how to play singles and doubles matches.</li> </ul>
<b>UNIT 8: JUMP ROPE</b>	<b>What are the benefits of jumping rope?</b>	<ul style="list-style-type: none"> <li>-understand the benefits of jumping rope.</li> <li>-know the Head-to-Toe checklist for the basic jump.</li> <li>-perform basic single rope skills.</li> <li>-perform basic long rope skills.</li> </ul>
<b>UNIT 9: COOPERATIVE GAMES</b>	<b>How can strategy help in team sports?</b>	<ul style="list-style-type: none"> <li>-participate in cooperative games that promote teamwork and communication.</li> <li>-understand the importance of collaboration and problem-solving in group activities.</li> <li>-have fun while learning to work together with peers.</li> </ul>
<b>UNIT 10: FITNESS ASSESSMENT AND GOAL SETTING</b>	<b>What are my personal fitness goals?</b>	<ul style="list-style-type: none"> <li>-understand the concept of fitness assessment.</li> <li>-participate in fitness tests to measure progress.</li> <li>-set personal fitness goals and create a plan to achieve them.</li> </ul>

# FOURTH GRADE PHYSICAL EDUCATION

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRODUCTION TO PHYSICAL EDUCATION</b>	<b>What effect does physical activity have on major body parts and their function?</b>	<ul style="list-style-type: none"> <li>-identify how major body parts properly function.</li> <li>-explore cause and effect of physical activity.</li> <li>-develop body awareness through activities like stretching and bending.</li> </ul>
<b>UNIT 2: FUNDAMENTAL MOVEMENT SKILLS</b>	<b>What is the proper running and throwing techniques?</b>	<ul style="list-style-type: none"> <li>-master basic locomotor skills such as running, jumping, and hopping.</li> <li>-demonstrate proficiency in object control skills like throwing and catching.</li> <li>-develop spatial awareness and body control through various movement activities.</li> </ul>
<b>UNIT 3: FITNESS FUNDAMENTALS</b>	<b>Why is it important to be physically fit?</b>	<ul style="list-style-type: none"> <li>-understand the concept of physical fitness and its components.</li> <li>-participate in age-appropriate fitness assessments.</li> <li>-learn basic exercises to improve cardiovascular endurance, strength, and flexibility.</li> </ul>
<b>UNIT 4: TEAM SPORTS</b>	<b>What is the importance of teamwork and cooperation?</b>	<ul style="list-style-type: none"> <li>-demonstrate basic skills of a sport.</li> <li>-understand the rules and basic strategies.</li> <li>-work collaboratively with teammates during small-sided games.</li> </ul>
<b>UNIT 5: INDIVIDUAL SPORTS</b>	<b>What is the basic movement for this sport?</b>	<ul style="list-style-type: none"> <li>-learn and practice basic skills such as running, jumping, and throwing.</li> <li>-develop proper techniques for specific events.</li> <li>-participate in friendly competitions.</li> </ul>
<b>UNIT 6: DANCE AND MOVEMENT</b>	<b>How can I develop rhythm and coordination through dance?</b>	<ul style="list-style-type: none"> <li>-explore different dance styles and movements.</li> <li>-develop rhythm and coordination through dance activities.</li> <li>-collaborate with peers to create and perform a simple dance routine.</li> </ul>

<b>UNIT 7: HEALTH AND NUTRITION</b>	<b>Why is a balanced diet good for me?</b>	<ul style="list-style-type: none"> <li>-understand the importance of a balanced diet for overall health.</li> <li>-identify and categorize different food groups.</li> <li>-discuss the benefits of making healthy food choices.</li> </ul>
<b>UNIT 8: COOPERATIVE GAMES</b>	<b>How can I communicate better with my teammates?</b>	<ul style="list-style-type: none"> <li>-engage in cooperative games that promote teamwork and communication.</li> <li>-develop problem-solving skills through group challenges.</li> <li>-learn to appreciate the value of fair play and good sportsmanship.</li> </ul>
<b>UNIT 9: JUMP ROPE</b>	<b>What are the benefits of jumping rope?</b>	<ul style="list-style-type: none"> <li>-understand the benefits of jumping rope.</li> <li>-know the Head-to-Toe checklist for the basic jump.</li> <li>-perform basic single rope skills.</li> <li>-perform basic long rope skills.</li> </ul>
<b>UNIT 10: OUTDOOR ADVENTURE AND RECREATION</b>	<b>What is orienteering?</b>	<ul style="list-style-type: none"> <li>-explore and appreciate outdoor recreational activities.</li> <li>-develop basic outdoor skills, such as hiking and orienteering.</li> <li>-foster an appreciation for nature and the benefits of outdoor physical activity.</li> </ul>



# SPANISH



# KINDERGARTEN

## SPANISH

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRODUCCIONES (INTRODUCTIONS)</b>	How can I introduce myself and others in Spanish?	<ul style="list-style-type: none"> <li>-say hello and goodbye.</li> <li>-introduce themselves.</li> <li>-respond to yes and no questions.</li> <li>-introduce family members.</li> </ul>
<b>UNIT 2: PRONUNCIACIÓN (PRONUNCIATION)</b>	How do I use pronunciation to speak Spanish words?	<ul style="list-style-type: none"> <li>-copy the letter sounds of the alphabet.</li> <li>-recognize the sound of letters when they are spoken or spelled out.</li> <li>-apply pronunciation knowledge to repeated phrases in Spanish.</li> </ul>
<b>UNIT 3: NAVIDAD (CHRISTMAS)</b>	What can I learn about Hispanic culture as it relates to Navidad?	<ul style="list-style-type: none"> <li>-sing songs.</li> <li>-identify cultural differences.</li> <li>-learn related Navidad vocabulary.</li> </ul>
<b>UNIT 4: Cuentos (STORIES)</b>	How do I use vocabulary, text clues, and visual cues to understand and engage in a story?	<ul style="list-style-type: none"> <li>-respond to yes/no and either/or reading comprehension questions in Spanish.</li> <li>-repeat short phrases or sentences from story.</li> <li>-understand isolated words that they have memorized, particularly when accompanied by gestures or pictures.</li> </ul>
<b>UNIT 5: TIEMPO DE CALENDARIO (CALENDAR TIME)</b>	How can I use Spanish terms to communicate units of time?	<ul style="list-style-type: none"> <li>-count from one to 10.</li> <li>-say the date and day of the week.</li> <li>-list the seasons and the months.</li> </ul>
<b>UNIT 6: GRAMÁTICA (GRAMMAR FOCUS)</b>	How does my understanding of nouns, pronouns, and verbs improve my ability to communicate in Spanish?	<ul style="list-style-type: none"> <li>-recognize nouns, pronouns, and verbs.</li> <li>-listen to nouns, pronouns, and verbs in context.</li> <li>-repeat grammar structure phrases.</li> </ul>

# FIRST GRADE SPANISH

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: INTRODUCCIONES (INTRODUCTIONS)	How can I introduce myself and others in Spanish?	<ul style="list-style-type: none"> <li>-tell others their name.</li> <li>-respond to an introduction.</li> <li>-respond to who, what, when, where questions.</li> <li>-identify and label family members.</li> </ul>
UNIT 2: PRONUNCIACIÓN (PRONUNCIATION)	How do I use pronunciation to speak Spanish words?	<ul style="list-style-type: none"> <li>-repeat letter sounds of the alphabet and blends.</li> <li>-recognize the sound of letters when they are spoken or spelled out.</li> <li>-learn the role of stress and intonation in the Spanish language.</li> </ul>
UNIT 3: NAVIDAD (CHRISTMAS)	What can I learn about Hispanic culture as it relates to Navidad?	<ul style="list-style-type: none"> <li>-sing songs.</li> <li>-compare and contrast cultural differences.</li> <li>-recognize Navidad vocabulary.</li> <li>-order the events of the Christmas story using Navidad vocabulary.</li> </ul>
UNIT 4: CUENTOS (STORIES)	How do I use vocabulary, text clues and visual cues to understand and engage in a story?	<ul style="list-style-type: none"> <li>-respond to reading comprehension questions in Spanish.</li> <li>-recite simple phrases and sentences in a story.</li> <li>-understand isolated words and phrases that they have memorized, particularly when accompanied by gestures or pictures.</li> </ul>
UNIT 5: TIEMPO DE CALENDARIO (CALENDAR TIME)	How can I use Spanish terms to communicate units of time?	<ul style="list-style-type: none"> <li>-count from one to 20.</li> <li>-state today's date.</li> <li>-recall the seasons and the months.</li> </ul>
UNIT 6: GRAMÁTICA (GRAMMAR FOCUS)	How does my understanding of nouns, pronouns, and verbs improve my ability to communicate in Spanish?	<ul style="list-style-type: none"> <li>-review nouns, pronouns, and verbs.</li> <li>-listen to nouns, pronouns, and verbs in context.</li> <li>-understand grammar structure phrases.</li> <li>-use nouns, pronouns, and verbs in a complete sentence.</li> </ul>

# SECOND GRADE SPANISH

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: INTRODUCCIONES (INTRODUCTIONS)</b>	<b>How can I introduce myself and others in Spanish?</b>	<ul style="list-style-type: none"> <li>-initiate and respond to an introduction.</li> <li>-say their name and ask someone's name.</li> <li>-ask and answer questions about how one is doing.</li> <li>-respond to who, what, when, where questions.</li> </ul>
<b>UNIT 2: PRONUNCIACIÓN (PRONUNCIATION)</b>	<b>How do I use pronunciation to speak Spanish words?</b>	<ul style="list-style-type: none"> <li>-learn patterns, rhythm, and articulation of sounds to build communicative confidence.</li> </ul>
<b>UNIT 3: NAVIDAD (CHRISTMAS)</b>	<b>What can I learn about Hispanic culture as it relates to Navidad?</b>	<ul style="list-style-type: none"> <li>-memorize phrases to sing songs.</li> <li>-compare and contrast cultural differences.</li> <li>-use Navidad vocabulary in dialogue.</li> <li>-retell the events of the Christmas story using Navidad vocabulary.</li> </ul>
<b>UNIT 4: CUENTOS (STORIES)</b>	<b>How do I use vocabulary, text clues, and visual cues to understand and engage in a story?</b>	<ul style="list-style-type: none"> <li>-respond to reading comprehension questions about a story.</li> <li>-use isolated words and phrases that they have memorized to create dialogue.</li> <li>-ask who, what, when, why, where questions related to a story.</li> </ul>
<b>UNIT 5: TIEMPO DE CALENDARIO (CALENDAR TIME)</b>	<b>How can I use Spanish terms to communicate units of time?</b>	<ul style="list-style-type: none"> <li>-count from one to 50.</li> <li>-state yesterday, today, and tomorrow's date.</li> <li>-apply the vocabulary of the seasons and the months to different times of the year.</li> </ul>
<b>UNIT 6: GRAMÁTICA (GRAMMAR FOCUS)</b>	<b>How does my understanding of nouns, pronouns, and verbs improve my ability to communicate in Spanish?</b>	<ul style="list-style-type: none"> <li>-conjugate present tense verbs using pronouns I, you, he, and she.</li> </ul>

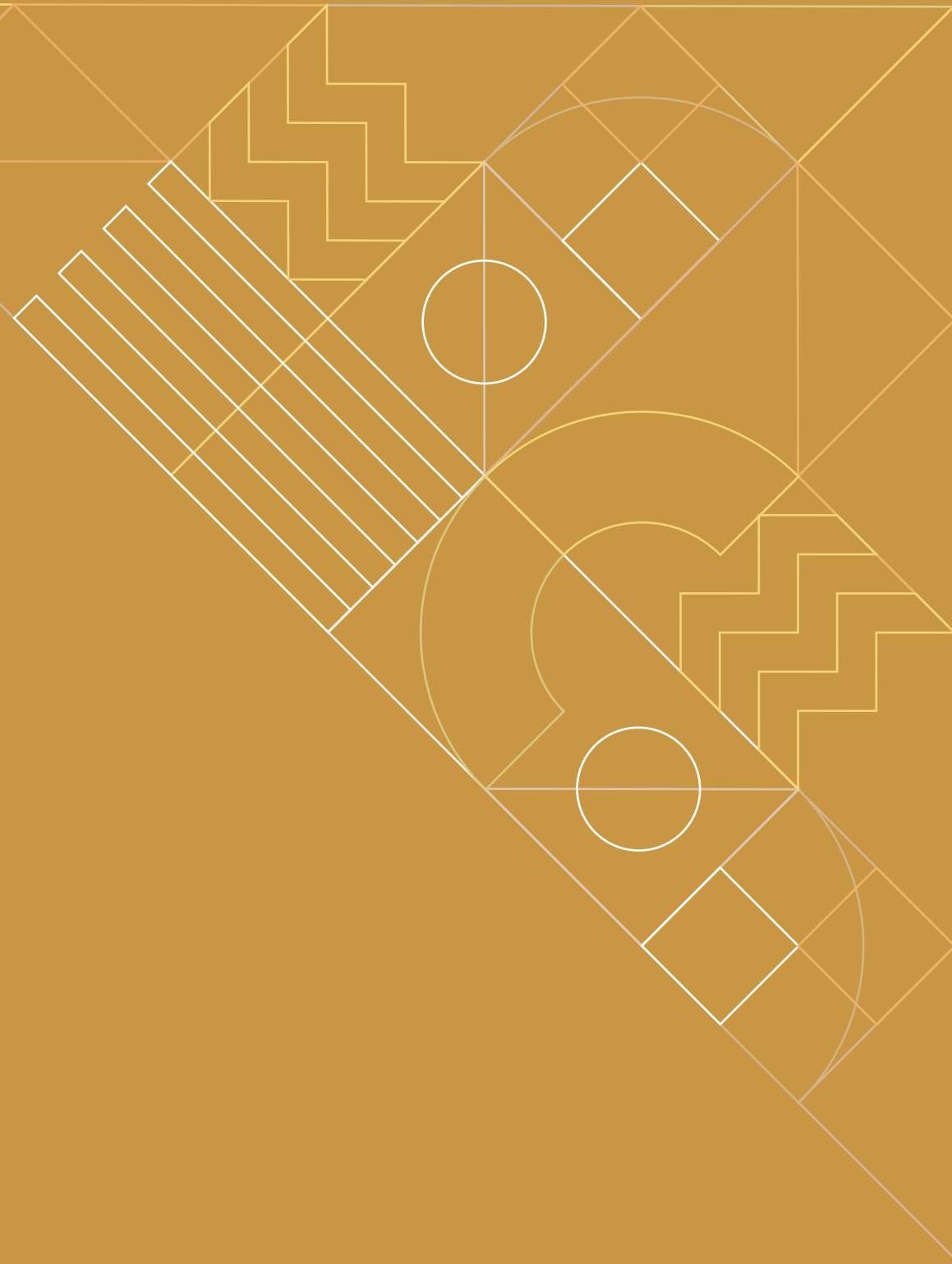
# THIRD GRADE SPANISH

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: COMUNICACIÓN (COMMUNICATION)</b>	How can I initiate dialogue with others?	-initiate and respond to questions in dialogue.
<b>UNIT 2: MI ESCUELA (MY SCHOOL)</b>	-¿Qué hay en tu escuela? (What is there in your school?) -¿Cómo portarse en la escuela? (How do I behave in school?)	-comprehend the questions: ¿Qué hay en tu escuela? and ¿Qué no hay en tu escuela? -utilize classroom commands into the classroom communication.
<b>UNIT 3: NAVIDAD (CHRISTMAS)</b>	What cultural differences can I learn by studying the countries of Latin America?	-sing Christmas songs in Spanish. -compare and contrast Christmas traditions in Latin America to their own.
<b>UNIT 4: TEXTOS FACTUALES (FACTUAL TEXTS)</b>	How do I use vocabulary, text features, and illustrations to understand and engage in a factual text?	-locate information in a text. -recall factual information. -create a visual based on new learning.
<b>UNIT 5: GRAMÁTICA (GRAMMAR FOCUS)</b>	How does my understanding of nouns, pronouns, and verbs improve my ability to communicate in Spanish?	-review regular present tense verbs using pronouns I, you, he, and she. -conjugate regular present tense verbs using pronouns we, you all, and they.
<b>UNIT 6: INVESTIGACIÓN DE LATINOAMÉRICA (LATIN AMERICA RESEARCH)</b>	How can researching and presenting a Latin American country deepen my understanding of other communities?	-research a Latin American country of choice. -create a Google Slides presentation. -present research to peers.

# FOURTH GRADE SPANISH

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: COMUNICACIÓN (COMMUNICATION)	How can I initiate dialogue with others?	-initiate and respond to questions in dialogue. -compose complete sentences in dialogue.
UNIT 2: LA ESCUELA EN LATINOAMÉRICA (SCHOOL IN LATIN AMERICA)	What is school like for students in Latin America?	-learn about schools in Latin America. -utilize school vocabulary to compare and contrast Latin American schools and LRCA.
UNIT 3: NAVIDAD (CHRISTMAS)	What can I learn about Hispanic culture as it relates to Navidad?	-memorize songs to sing independently. -compare and contrast cultural differences. -use Navidad vocabulary in dialogue. -summarize Luke 2.
UNIT 4: TEXTOS FACTUALES (FACTUAL TEXTS)	How do I use vocabulary, text clues, and visual cues to understand and engage in a story?	-answer basic questions based on a text. -discuss new learning.
UNIT 5: GRAMÁTICA (GRAMMAR FOCUS)	How does my understanding of nouns, pronouns, and verbs improve my ability to communicate in Spanish?	-learn to conjugate select verbs in past, present, and future.
UNIT 6: INVESTIGACIÓN DE HISPANOS EN HISTORIA (RESEARCH OF HISPANICS IN HISTORY)	How have Hispanics made an impact on the world?	-research a hispanic person who has made an impact on society. -create a Google Slides presentation. -present research to peers.

# STEM



# KINDERGARTEN

## STEM

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: PUSHES AND PULLS</b>	<b>In what ways do forces impact our daily life?</b>	<ul style="list-style-type: none"> <li>-understand that a force is either a push or a pull.</li> <li>-use forces to move, stop, and change the direction of an object.</li> <li>-understand forces change the direction/movement of an object during a collision.</li> <li>-construct models that can withstand the force of a strong wind.</li> <li>-use forces to create a marble roller coaster run.</li> </ul>
<b>UNIT 2: SUNLIGHT AND WEATHER</b>	<b>What can we observe and learn from the Sun and weather patterns on Earth?</b>	<ul style="list-style-type: none"> <li>-understand the Sun's warming effect on Earth.</li> <li>-describe weather patterns, make observations, and collect data to help them prepare for and respond to severe weather.</li> <li>-use the design process to design a structure that reduces the Sun's warming effect.</li> </ul>
<b>UNIT 3: STRUCTURE AND FUNCTION HUMAN BODY</b>	<b>How does the structure of an object affect its function?</b>	<ul style="list-style-type: none"> <li>-distinguish the difference between the structure and function of an object.</li> <li>-specify specific structures and functions of the body's organs, muscles, and bones.</li> <li>-use the Engineering Design Process to create a model of a cast that can support a broken bone.</li> </ul>
<b>UNIT 4: STRUCTURE AND FUNCTION: EXPLORING DESIGN</b>	<b>How does the structure of materials impact the structure and function of an object?</b>	<ul style="list-style-type: none"> <li>-learn that everything around them is naturally occurring or created by an engineer.</li> <li>-understand the structure of materials determine their function.</li> <li>-use their knowledge of structure and function to create models that can solve a problem.</li> </ul>



# FIRST GRADE STEM

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: LIGHT AND SOUND	How do light and sound affect your life?	<ul style="list-style-type: none"> <li>-learn that sound is caused by vibrating objects and it travels through things in waves.</li> <li>-explore how light travels and reacts with different objects.</li> <li>-explain the difference between transparent, translucent, and opaque objects.</li> <li>-use the Design Process to create a model of something that can use light and sound to communicate over a distance.</li> </ul>
UNIT 2: OBSERVING THE SUN, MOON, AND STARS	How does understanding the Sun's effect on the Earth impact your daily life?	<ul style="list-style-type: none"> <li>-track the movement of the sun throughout the day using a sun tracker.</li> <li>-illustrate the structure of the Moon reflects sunlight in different patterns through the month.</li> <li>-understand that the patterns of stars are only seen at night.</li> <li>-explore how understanding cause and effect is important when describing natural phenomena.</li> <li>-learn that light contains UV rays that can be harmful to the skin.</li> <li>-use the design process to design a model playground shelter that can keep children safe from the sun's harmful rays.</li> </ul>
UNIT 3: ANIMAL ADAPTATIONS	How do plants and animals adapt to their environments?	<ul style="list-style-type: none"> <li>-learn that plants and animals have adaptations that help them camouflage, find food, protect themselves, and move.</li> <li>-learn about the adaptations needed to survive in the Pacific Ocean, Amazon Rainforest, Arctic, African Savanna, and Sahara Desert environments.</li> <li>-use the Design process to make a model of a Traveling Shoe that will help them adapt to a chosen environment.</li> </ul>

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 4: DESIGNS INSPIRED BY NATURE</b>	<b>How can nature inspire solutions to human problems?</b>	<ul style="list-style-type: none"> <li>-identify similarities between parents and offspring.</li> <li>-learn that animals have different ways of communicating with each other.</li> <li>-learn that the external parts of plants and animals are structured to meet a specific need.</li> <li>-explore how engineers take inspiration from nature to solve human problems through Biomimicry.</li> <li>-design and build a model of something that can help them communicate with an animal in nature.</li> <li>-use the Design Process to build a model of an outdoor shelter that will keep them dry, hidden, and keep animals out.</li> </ul>

# SECOND GRADE

## STEM

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: FORM AND FUNCTION</b>	<b>How does the form of an object influence its function?</b>	<ul style="list-style-type: none"> <li>-learn the difference between form and function, and learn how the invention of velcro was inspired by natural objects.</li> <li>-explore ways that engineers get design inspiration from nature.</li> <li>-learn that the process of Pollination creates new seeds.</li> <li>-identify the parts of a flower and the steps of the Seed Cycle.</li> <li>-conduct their own seed germination experiment.</li> <li>-identify the roots, stems, and leaves of a plant.</li> <li>-read about how animals disperse seeds in many different ways.</li> <li>-use the Engineering Design Process to create a model of a seed dispersal device.</li> </ul>

<b>UNIT 2: THE CHANGING EARTH</b>	<b>How can something appear stable when it is actually changing?</b>	<ul style="list-style-type: none"> <li>-explore how Earth's surface is always changing.</li> <li>-explore maps that convey different kinds of information about the world we live in, including where water is found.</li> <li>-investigate the different forces that shape the surface of the Earth and design solutions that limit the impact of erosion.</li> </ul>
<b>UNIT 3: GRIDS AND GAMES</b>	<b>In what ways can computer science impact our lives?</b>	<ul style="list-style-type: none"> <li>-learn how computer science helps make our lives easier in many different ways.</li> <li>-learn that computer games run on a step-by-step written code.</li> <li>-write a computer program that will get a robot to the end of its path.</li> <li>-use the features of the Scratch Jr. coding app to create their own game.</li> <li>-use a grid to make programming character moves easier.</li> </ul>
<b>UNIT 4: PROPERTIES OF MATTER: MATERIALS SCIENCE</b>	<b>What properties of materials do you need to consider when designing a product?</b>	<ul style="list-style-type: none"> <li>-investigate and classify different materials by their observable properties, including color and texture, and heat conduction.</li> <li>-learn about the states of matter and properties of materials.</li> <li>-identify which materials make good insulators and which are good conductors.</li> <li>-determine the best materials needed to keep an ice pop frozen for 30 minutes.</li> </ul>

# THIRD GRADE STEM

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: STABILITY AND MOTION: THE SCIENCE OF FLIGHT</b>	<b>How do balanced and unbalanced forces affect aircraft flight?</b>	<ul style="list-style-type: none"> <li>-build a teeter totter to experiment with balanced and unbalanced forces.</li> <li>-learn how the forces of lift, weight, thrust, and drag affect the flight of an aircraft.</li> <li>-learn that a glider is an unpowered aircraft that must receive thrust from an external source.</li> <li>-design a model of a glider that can carry disaster relief supplies to an area hit by a natural disaster.</li> </ul>
<b>UNIT 2: STABILITY AND MOTION: FORCES AND INTERACTIONS</b>	<b>In what ways do forces impact your daily life?</b>	<ul style="list-style-type: none"> <li>-learn that we experience pushes and pulls, resistance forces, gravity, and friction in our everyday lives.</li> <li>-demonstrate how simple and compound machines use forces.</li> <li>-test the force of magnets and explore the interaction of magnetic poles.</li> <li>-use the Engineering Design Process to solve the problem of lifting a toy tiger out of a trench.</li> </ul>
<b>UNIT 3: VARIATION OF TRAITS</b>	<b>Why do some offspring look like their parents and others do not?</b>	<ul style="list-style-type: none"> <li>-learn that living things have a variation of traits.</li> <li>-collect data about the traits that show up more often in a population of students.</li> <li>-understand that inherited traits come from our genes and multifactorial traits are affected by environment.</li> <li>-learn that traits can help animals survive in different environments.</li> <li>-use Punnett Squares to determine how Dominant or Recessive traits are passed to offspring.</li> <li>-create a model of a baby plant based on traits it inherited from its parent plants.</li> <li>-design a New Species and describe the inherited traits it receives from its parents.</li> </ul>

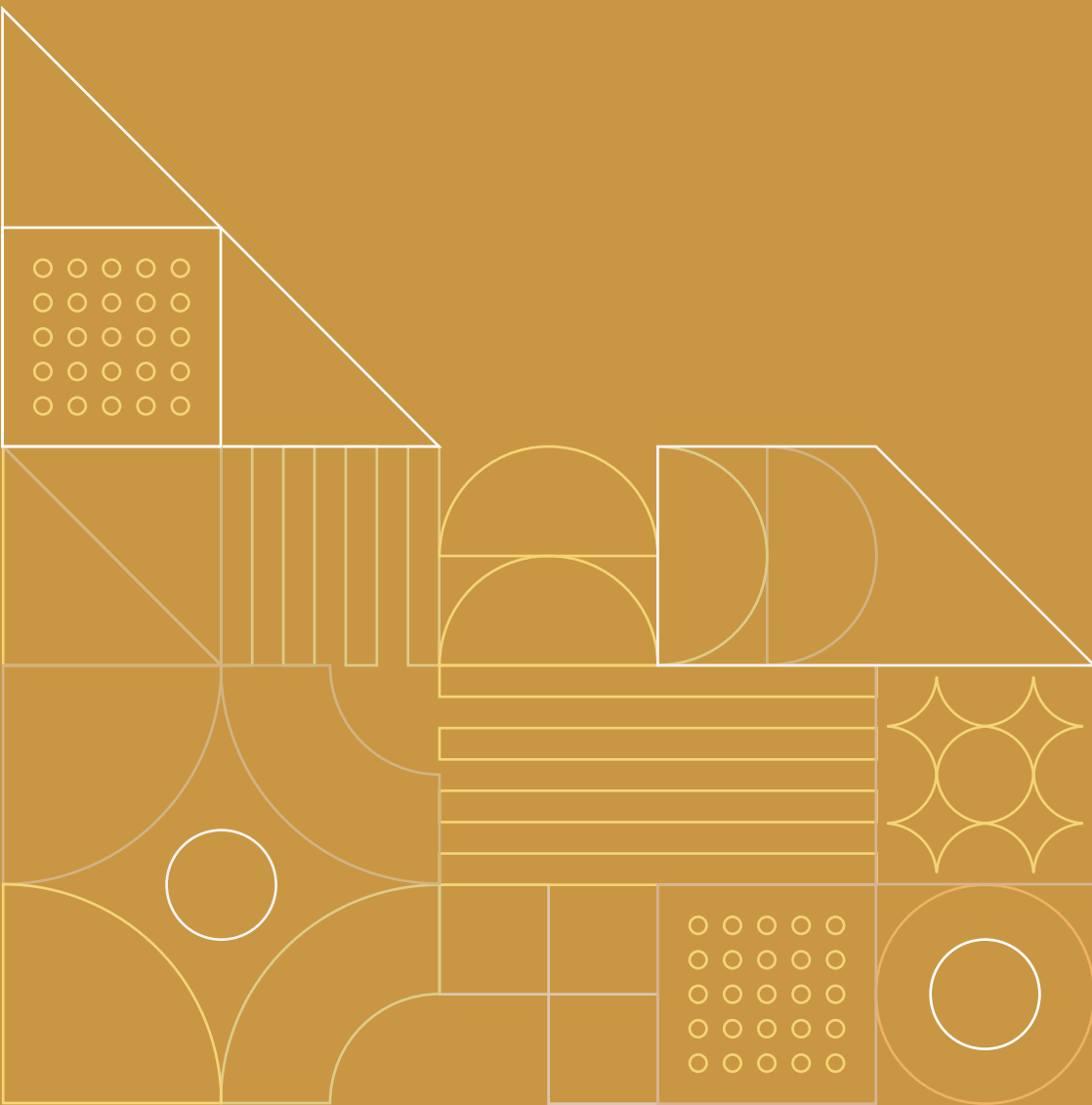
UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 4: LIFE CYCLES AND SURVIVAL	Why are the life cycles of organisms important for life on Earth?	<ul style="list-style-type: none"> <li>-compare and contrast different animal life cycles to identify common features and specific differences.</li> <li>-investigate the life cycle of honey bees.</li> <li>-worker bees have an important relationship with flowering plants that connects their life cycles.</li> <li>-analyze the benefits and disadvantages of solitary animal life versus group life.</li> <li>-investigate whether living in a group makes honey bees more or less susceptible to hazards.</li> <li>-use the design process to design a bee habitat that promotes the survival of bees and share it with the community.</li> </ul>

# FOURTH GRADE STEM

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: INPUT/OUTPUT HUMAN BRAIN	How does your body sense input from the outside world and make an appropriate response?	<ul style="list-style-type: none"> <li>-learn that senses help living things understand the world around them.</li> <li>-explore how the Central and Peripheral nervous systems send messages throughout the body through nerves.</li> <li>-identify the parts of the Human Brain and understand their functions.</li> <li>-explore how input and output signals help us perform daily tasks.</li> <li>-conduct experiments to test how the human brain receives and responds to information.</li> </ul>

<b>UNIT NUMBER &amp; NAME:</b>	<b>ESSENTIAL QUESTIONS(S):</b> <i>Topical or Skill-Based</i>	<b>LEARNING GOAL(S):</b> <i>"Students will be able to (verb)..."</i>
<b>UNIT 2: EARTH'S SYSTEMS: PROCESSES THAT SHAPE THE EARTH</b>	<b>How are Earth's features changing and what patterns can we see?</b>	<ul style="list-style-type: none"> <li>-learn how water, ice, wind, and vegetation change the land.</li> <li>-use maps to identify the patterns of Earth's features.</li> <li>-learn how volcanic eruptions and earthquakes have shaped Earth's mountain ranges.</li> <li>-explore ways that we can reduce the impacts of natural Earth processes on humans.</li> <li>-use the Design Process to create a plan that will protect humans from the naturally occurring hazards of a changing Earth.</li> </ul>
<b>UNIT 3: ENERGY EXPLORATION</b>	<b>Why is Energy necessary?</b>	<ul style="list-style-type: none"> <li>-learn that energy is everywhere.</li> <li>-explore energy related phenomena and make observations, pose questions, and make connections.</li> <li>-explore energy transfer and observe and model how energy moves through a system.</li> <li>-explain how sound is produced and how it moves.</li> <li>-observe the movement of heat and be able to prove the movement with evidence (thermometer).</li> <li>-describe how light energy travels.</li> <li>-build a circuit that changes energy into light energy.</li> <li>-use the Design Process to apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</li> </ul>
<b>UNIT 4: ENERGY COLLISIONS</b>	<b>What happens when objects collide?</b>	<ul style="list-style-type: none"> <li>-observe how faster moving objects have more energy.</li> <li>-identify and give examples of Potential and Kinetic energy.</li> <li>-observe how kinetic energy during a collision can be transformed into sound and heat.</li> <li>-design a seatbelt restraint system that can keep a raw egg passenger safe during a collision.</li> </ul>

# TECH- NOLOGY



# SECOND GRADE TECHNOLOGY

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: DIGITAL CITIZENSHIP</b>	<b>What is digital citizenship?</b>	<ul style="list-style-type: none"> <li>-understand what Digital Citizenship means.</li> <li>-understand all rules and responsibilities that come with using a device.</li> <li>-use the internet safely and responsibly.</li> </ul>
<b>UNIT 2: CHROMEBOOK BASICS</b>	<b>How do the basic functions of a Chromebook help me navigate websites efficiently?</b>	<ul style="list-style-type: none"> <li>-sign in and out, use the search bar, bookmark a tab, open a new tab, and navigate to a website when instructed.</li> <li>-access their Google Classroom and use it as a jumping-off point to access assignments and other websites.</li> </ul>
<b>UNIT 3: KEYBOARDING</b>	<b>How do I use the Home Row keys?</b>	<ul style="list-style-type: none"> <li>-understand where the home row keys are located.</li> <li>-utilize Dance Mat Typing to further their knowledge in how to use the keyboard.</li> </ul>
<b>UNIT 4: CODING</b>	<b>What is coding?</b>	<ul style="list-style-type: none"> <li>-understand the basics of coding by using Code.org.</li> </ul>



# THIRD GRADE TECHNOLOGY

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
UNIT 1: DIGITAL CITIZENSHIP	How does good digital citizenship help me use technology safely?	-review what Digital Citizenship means.
UNIT 2: KEYBOARDING	How do I use the Home Row keys to be an efficient typist?	-know which keys are used by their left hand (fdsa) and which are used by their right hand (jkl;). -utilize Dance Mat Typing and Ed Club to further their knowledge in how to use the keyboard.
UNIT 3: GOOGLE SLIDES CHRISTMAS PROJECT	How do I create a Google Slides presentation?	-use the basic functions of Google Slides. -use the Copy and Paste commands to search for an image within Google Slides. -use these skills to complete 2 Google Slides Christmas themed projects.
UNIT 4: BLINDFOLD TYPING	How can I type accurately without looking at the keyboard?	-gauge the extent of their knowledge of the home row/keyboarding through Blindfold Typing. -type certain words and phrases with a blindfold on. -perform to the best of their own capabilities.
UNIT 5: CODING	How does coding help me with problem solving?	-follow instructions step-by-step on Code.org using logical problem-solving techniques and critical thinking skills.
UNIT 6: GOOGLE SLIDES COMIC STRIP PROJECT	In what ways is Google Slides helpful in creating a comic strip?	-use Google Slides to create a personal comic strip. -create shapes, resize objects, and insert images within Google Slides.

# FOURTH GRADE TECHNOLOGY

UNIT NUMBER & NAME:	ESSENTIAL QUESTIONS(S): <i>Topical or Skill-Based</i>	LEARNING GOAL(S): <i>"Students will be able to (verb)..."</i>
<b>UNIT 1: DIGITAL CITIZENSHIP</b>	As a digital citizen, what are my responsibilities when using technology?	-review what Digital Citizenship means.
<b>UNIT 2: KEYBOARDING</b>	Am I able to type accurately without looking at the keyboard?	-utilize their knowledge of the Home Row to increase their accuracy and words per minute (wpm) while typing. -utilize Ed Club to further their knowledge in how to use the keyboard.
<b>UNIT 3: ANIMAL RESEARCH PROJECT (GOOGLE SLIDES)</b>	How can I research effectively and transfer that information into a Google Slides presentation?	-use the basic functions of Google Slides. -use the Library to conduct research for their project. -insert titles, find relevant images on the internet and insert them into their project, properly resize titles and images, create text boxes, change the font, and create transitions.
<b>UNIT 4: BLINDFOLD TYPING</b>	How can I type accurately at an increased rate without looking at the keyboard?	-gauge the extent of their knowledge of the home row/keyboarding through accuracy and speed.
<b>UNIT 5: CODING</b>	How does coding help me understand the basics of computer programming?	-use coding skills for an independent project.
<b>UNIT 6: STOP MOTION ANIMATION PROJECT</b>	In what ways is Google Slides helpful in creating a Stop Motion Animation?	-understand that this project is an animation showing motion throughout the Google Slides presentation. -utilize Google Slides skills acquired throughout the year to create a Stop Motion Animation project within Google Slides.





LITTLE ROCK  
CHRISTIAN  
A C A D E M Y