

# Scope and Sequence

Key Language	Reviewed Language	Grammar Phrases	Content-based Learning	Songs	Extra Language
<p>scissors, cutting, painting, pasting, coloring, drawing, fingerpainting</p> <p>counting, dancing, singing</p> <p>21–30</p>	<p>backpack, cake, cat, chair, crayon, glue stick, fingers, hat, paintbrush, pencil, school, teddy bear, clap, fly, stomp, diamond, square, triangle, blue, brown, green, yellow, gray, 1–20, I have (a) (paintbrush).</p>	<p>I'm (painting).</p> <p>What are you doing, (Lucy)? I'm (drawing) with my (pencil).</p>	<p>Math: count and draw classroom objects to complete a sum</p>	<p>Mini-song: <i>Cutting, Cutting, Cutting!</i></p> <p>Storysong: <i>Teamwork</i></p> <p>Action Song: <i>Today at School</i></p>	<p>mask, picture</p>



School Is Cool!



<p>basketball, hopscotch, jump rope, soccer, climb, hop, ride, skate</p> <p>down, left, right, up</p> <p>31–40</p>	<p>arms, ball, hula hoop, TV, coloring, dance, swim, wiggle, rectangle, black, blue, green, orange, pink, purple, 1–30, I'm coloring one ball.</p>	<p>Do you like games? Yes, I like (basketball).</p> <p>(Lucy), what can you do? I can (climb).</p>	<p>Social studies: identify healthy activities (optional language: active, not active)</p>	<p>Mini-song: <i>Games Are Fun!</i></p> <p>Storysong: <i>Let's Go Play!</i></p> <p>Action Song: <i>Can You ...?</i></p>	<p>basket, games, goal, sports</p>
--	--	--	--	---	------------------------------------



Let's Play!



Key Language	Key Language Review	Socioemotional Skills/ Grammar Phrases	Content-based Learning	Song Activity with ASL
<p>laugh, silly</p>	<p>scissors, basketball, climbing, hopping, hopscotch, jump rope</p>	<p>What makes me laugh? Does everyone laugh at the same thing?</p>	<p>Laugh: focus on the joy of play, relationship connections, and the importance of silliness</p>	<p>Tree of Life Song – Laugh</p>

Explore the World: Laugh



# Scope and Sequence



**What to Wear?**

Key Language	Reviewed Language	Grammar Phrases	Content-based Learning	Songs	Extra Language
nightgown, pajamas, slippers, swimsuit, swim trunks crown, glasses, necklace, shirt curl up, yawn 41-50	boots, coat, dress, gloves, hat, pants, sandals, shoes, shorts, skirt, T-shirt, bed, teddy bear, daddy, mommy, feet, teeth, brush, climb, drawing, hug, jump, play, put on, sleep, swim, sad, <i>colors</i> , 1-40, I'm drawing Eddy's pajamas.	What are your favorite clothes? My favorite clothes are my (red) (swimsuit) and my (purple) (sandals). What's (John) wearing? (He's) wearing a (green) (shirt) and (red) (boots).	Math: classify clothes by day and night (optional language: day, night)	Mini-song: <i>Swimsuits and Slippers</i> Storysong: <i>The Sleepover</i> Action Song: <i>Sleep Tight</i>	moon, sleepover, sun, swimming pool, favorite



**Circus Fun!**

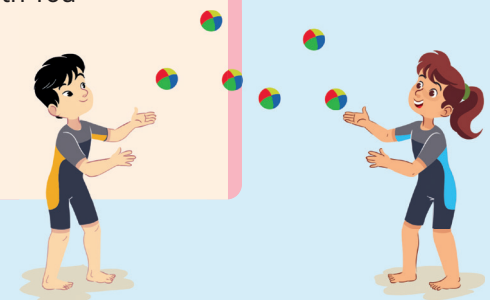
acrobat, clown, juggler, ringmaster dancer, magician, strongman bow, tap, wave 51-60	balloons, balls, bedroom, car, hat, nose, rabbit, shoes, train, hop, jump, painting, play, stop, big, down, up, circle, diamond, oval, rectangle, square, star, triangle, <i>colors</i> , 1-50, I'm painting four balloons. Where's the (clown)?	What can you see? I can see (a) (clown). The (clown) is (behind) the (dancer).	Math: identify and match shapes	Mini-song: <i>At the Circus</i> Storysong: <i>Let's Play Circus</i> Action Song: <i>Hop Like a Rabbit</i>	circus, magic, wand, behind, in, next to, on, under
---	--	---	---------------------------------	---	---











**Explore the World: Share**




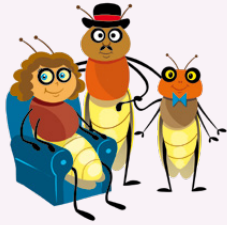




Key Language	Key Language Review	Socioemotional Skills/ Grammar Phrases	Content-based Learning	Song Activity with ASL
beach, share, smile, sunglasses, together	yes, no, acrobat, juggler, swimsuit, swim trunks, glasses, ball, bike, toys, water, play, together	What do you like someone to share with you? How does it feel to share? Do you always have to share?	Share: explore sharing feelings and non-material things like songs, smiles, or friendship. Help children to express their feelings about sharing and being shared with.	Tree of Life Song – Share Share It with You











# Scope and Sequence

	Key Language	Reviewed Language	Arts Content	Songs	Extra Language
 <b>UNIT 1</b> <b>Art from Trash</b>	bin, bottle tops, metal, paper, plastic, plastic bottle, recycle 1-5, pink, sculpture	dots, red, blue, green, orange, purple 	Explore an artwork and identify fine details. Identify, and appreciate the distinct forms of traditional, and contemporary visual arts. Create a classroom wall installation or sculpture with waste plastic.	<i>What Can You See?</i>	fork, spoon, ocean
 <b>UNIT 2</b> <b>Bubble Magic!</b>	soap bubbles, garden, boy, girl, flower, bubble wand, children, cat hopscotch, soccer, blow bubbles, bubble hoop jump rope, turn around, touch, jump, twirl, hop, stomp, meow		Explore an artwork and identify fine details. Use different materials that can be manipulated in creating objects.	<i>What Can You See?</i>	games, sport, beads
 <b>UNIT 3</b> <b>Shapes and Lines</b>	shapes, lines, spots, stripes, mushrooms sandals, shorts, swimsuit, swim trunks, T-shirt 1-6	banana, carrot, peas, red, yellow, blue, green, purple, orange, black, circle, rectangle	Explore an artwork and identify fine details. Identify patterns and shapes. Trace graphic marks on different surfaces, using scratching tools or paint.	<i>What Can You See?</i>	pattern 
 <b>UNIT 4</b> <b>The Circus</b>	acrobat, dancer (ballerina), juggler, ringmaster, strongman, juggling balls, trapeze, tutu, weights, wig, shoe, hat, bow tie		Recognize and analyze the influence of distinct aesthetic and cultural frameworks in the manifestations of visual art in local, regional, and national cultures. Express freely through drawing, painting, collage, paper folding and sculpting creating craftworks.	<i>What Can You See?</i> <i>The Circus</i>	audience, food seller, circus, circus tent









# Scope and Sequence

	Key Language	Reviewed Language	Arts Content	Songs	Extra Language
 <p><b>UNIT 5</b> Family Portrait</p>	aunt, grandma, grandpa, uncle eating, dancing, reading, swimming What's your (daddy) doing? (He's) (eating) in the (kitchen). (She's) my (grandma).	brother, daddy, mommy, sister, family, dog	Explore an artwork and find specific details within it. Copy an artwork with your body. Manipulate dough to achieve a planned effect.	<i>What Can You See?</i>	
 <p><b>UNIT 6</b> Jungle Pattern</p>	fruits, grass, leaves, trees, jungle, pattern, brown, gray elephant, flamingo, giraffe, lion, monkey, rhino, tiger, zebra What's that? That's (a) (lion).	snake, orange, pink, red, yellow	Identify fine details in an artwork. Learn about camouflage. Handle different tools and surfaces to draw and create graphic signs.	<i>What Can You See?</i>	animals, camouflage, different, same
 <p><b>UNIT 7</b> Ice-Cream Parlor</p>	ice-cream, ice-cream parlor, popsicle, ice-cream scoop cherries, sprinkles, vanilla	<i>colors</i> chocolate, strawberry, 1-5	Explore an artwork and find specific details within it. Identify shapes in a puzzle. Participate in a role-play activity and discuss about their creations and those of their classmates to achieve a plurality of meanings.	<i>What Can You See?</i>	yummy
 <p><b>UNIT 8</b> Floating Boats</p>	plane, bike, boat, bus, helicopter shadow	blue, green, red, yellow, car, bird, 1-5	Explore an artwork and identify fine details. Relate the shape of objects or animals to their shadows. Recognize shapes in a puzzle. Construct a floating vehicle.	<i>What Can You See?</i> <i>Driving</i>	

# Scope and Sequence









	Key Language	Reviewed Language	Math and Science Content	Songs	Extra Language
	paintbrush, scissors, backpack, eraser brown 21-30	blue, green, crayon, glue stick, 1-20	Review and finish patterns with two elements. Recognize numbers from 21 to 30.	<i>Cutting, Cutting, Cutting!</i> 	up, down, left, right
	dance, basketball, hopscotch, jump rope, soccer, swim, climb, ride, skate, run, wiggle 31-40	ball, 1-30 	Identify healthy habits. Learn about games and sports. Recognize numbers from 31 to 40.	<i>Games are Fun!</i>	hula hoops, games, sports
	nightgown, pajamas, slippers, sandals, shirt, swimsuit, swim trunks day, night 41-50	diamond, star, orange, green, hat, pants, shorts, shoes, T-shirt, 1-40	Practice adding two numbers. Learn to sort according to attributes. Recognize numbers from 41 to 50.	<i>Swimsuits and Slippers</i> 	swimming pool
	acrobat, clown, juggler, ringmaster, jar, tablespoon, baking soda, popcorn kernels, vinegar gray, pink, white 51-60	arms, ears, eyes, feet, hands, head, knees, legs, toes, mouth, hat, black, blue, green, red, yellow, brown, purple, orange, 1-50	Encourage the children to participate in science experiments. Learn numbers from 51 to 60.	<i>At the Circus</i> 	circus, science, experiment, shoulder, toes, fingers, nose

# Scope and Sequence






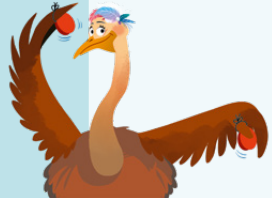


	Key Language	Reviewed Language	Math and Science Content	Songs	Extra Language
 <p><b>UNIT 5</b> <b>My Family and Me</b></p>	<p>aunt, grandma, grandpa, uncle, adult, baby, child, elderly, teenager birthday cake, candles 61-70</p>	<p>family, brother, daddy, mommy, sister, circle, triangle, diamond, oval, square, star, rectangle, cake, 1-60</p>	<p>Recognize numbers from smallest to biggest. Sequence people from youngest to oldest. Recognize numbers from 61 to 70.</p>	<p><i>I Love My Family</i></p>	<p>birthday</p> 
 <p><b>UNIT 6</b> <b>Wild Life</b></p>	<p>elephant, flamingo, giraffe, lion, monkey, rhino, tiger, zebra, skin, stripes, fur, mane, horn, trunk 71-80</p>	<p>black, brown, gray, pink, white, pattern, 1-70</p>	<p>Learn about animal patterns. Recognize numbers from 71 to 80.</p>	<p><i>From Africa</i></p> 	<p>animals</p>
 <p><b>UNIT 7</b> <b>Delicious Food</b></p>	<p>chicken, hot dog, ice cream, pizza, salad, sandwich 81-90</p>	<p>circle, oval, rectangle, square, triangle, eggs, 1-80</p>	<p>Apprehend AB, ABB, and ABC patterns. Review and explore shapes. Recognize numbers 81 to 90.</p>	<p><i>Food I Like!</i></p> 	<p>food, yummy</p>
 <p><b>UNIT 8</b> <b>I Love Adventure!</b></p>	<p>beach, jungle, lake, mountains bike, boat, plane, car, air, land, water paddle, take pictures, float, sink 91-100</p>	<p>ride, swim, 1-90</p>	<p>Learn about different environments and means of transportation. Learn about objects that float and sink. Recognize numbers from 91 to 100.</p>	<p><i>Which Adventure?</i></p> 	<p>adventure, trip</p>



# Scope and Sequence

	Key Language	Reviewed Language	Music Content	Songs	Extra Language
 <b>Feel the Beat</b>	drum set, recorder, violin backpack, dice backward, forward, sideways 1-3	book, crayon, glue stick, paintbrush, pencil, pencil case, blue, red, cymbals	Feel the different elements of rhythm: beat, measure, meter, and tempo. Use kinesthetic imagery in musical performance. Explore different sounds produced by school objects.	<i>Hello My Friends!</i> 	play together, only one play
 <b>School Orchestra</b>	choir, country bluegrass, orchestra, rock brass, percussion, strings, woodwinds cello, drum, harp, piano, tambourine, triangle, trumpet, tuba	bassoon, clarinet, flute, French horn, violin, conductor, blue, brown, green, yellow	Recognize the difference among four musical ensembles: an orchestra, a rock band, a choir, and a country bluegrass band. Recognize the difference among four families of instruments in an orchestra: woodwinds, strings, percussion, and brass.		instrument
 <b>Costume Party</b>	costume party, crown, cowboy, king day, night, pajamas, swimsuit, swim trunks moon, sun	hat, drum, triangle, ballet dancer	Explore the concept of emotional response to music. Recognize minor and major tonality.	<i>Costume Party Day and Night</i>	
 <b>Jack-in-the-box</b>	circus, clown, juggler, ringmaster, jack-in-the-box ascending, descending circle, diamond, oval, rectangle, square, star, triangle, pop-up clown puppet, C major scale (do, re, mi, fa, sol, la, ti)	down, up, train, ball, long, short	Distinguish low and high pitches. Explore, identify, and feel the qualities of sound, focusing on ascending and descending, short and long sounds.	<i>Jack-in-the-box</i> <i>The Pop-up Clown</i> 	cone

# Scope and Sequence

	Key Language	Reviewed Language	Music Content	Songs	Extra Language
 <b>Family Voices</b>	eating, playing, reading, sleeping aunt, uncle, grandma, grandpa high pitch, low pitch, middle pitch What's (mommy) doing? (She's) (eating grapes)	brother, daddy, mommy, sister, square, triangle, brown, orange, yellow, bassoon, clarinet, flute, French horn, fast, slow, loud, quiet	Distinguish low, middle, and high pitches. Improve the rhythmic perception of tempo.	<i>Family Voices</i> <i>The Bebop Friends</i> 	family
 <b>Wild Rondo</b>	monkey, rhino, tiger A, B, C, D	circle, oval, square, triangle, blue, brown, green, red	Nurture the understanding of <i>Rondo</i> form in music. Correlate musical forms to shapes and letters. Distinguish the parts of a piece of music and a story.	<i>Animal Rondo</i> 	Africa, animals, safari, rondo
 <b>World Food</b>	apples, pears, cereal, chicken, fruit salad, hamburger, hot dog, lettuce, orange, pizza, salad, sandwich, breakfast, dinner, lunch blues-rock, flamenco, samba, tarantella castanets, rhythm sticks What do you want for (breakfast)? I want (chicken), please.	bananas, grapes, carrots, peas, tomatoes, eggs, drums, tambourine	Reinforce the perception of different music genres. Practice rhythm, repetition, and pronunciation.	<i>What do You Want to Eat?</i> <i>Yummy Food</i> 	
 <b>Soundscape</b>	beach, jungle, lake, mountains, soundscape, cuckoo bus, boat, helicopter, laughter, cricket, playground, seagull, city can, plastic bottle, garbage, park, plane, trash bin Where do you want to go? I want to go to the (mountains).	car 	Introduce the concept of soundscape. Recognizing the sounds of a landscape and associate different timbres to soundscapes.	<i>Soundscape</i> <i>Where do You Want to Go?</i>	litter