

Level 1 Scope and Sequence

	Vocabulary	Language Structures	Phonics and Literacy	CLIL	Numeracy and Math	Value and SEL	 ESDC
Welcome Unit	happy, sad, angry, scared red, blue, yellow, green circle, triangle, square	Hello. What's your name? I'm (Lisa). How are you? I'm (happy). A (blue) (circle).					
Unit 1 School Days	chair, table, book, crayon friend, teacher	What is this? It's a (crayon). This is my (friend).	Alphabet Ss /s/ - sit, sip, school Recalling the events of a story	Cultural Awareness: Ready for School	1, 2 Finding shapes in everyday objects	Value: I follow the class routine. SEL: Self-Management: Self-control to follow rules and instructions	GCE: Recognize self as part of one or more wider networks. SDG: Goal 4: Quality Education
Unit 2 Let's Move!	walk, run, stand up, sit down dance, jump	Don't (run). Sorry. (Walk), please. OK. Let's (dance)! OK!	Aa /a/ - alligator, ant, astronaut Tt /t/ - tap, toes, tired Identifying characters and their feelings	Physical Education: Let's Try It!	1, 2, 3 Patterns with colors	Value: I move my body. SEL: Self-Management: Gross motor skills and focus	GCE: Recognize the importance of exercise. SDG: Goal 3: Good Health and Well-being
Unit 3 Family Time	mommy, daddy, brother, sister grandma, grandpa	Who is this? This is my (daddy). Who is this? This is my (grandma). I love my (grandma).	li /i/ - iguana, infant, igloo Pp /p/ - pandas, picnic, pictures Identifying the beginning, middle, and end of a story	Social Studies: Fun with My Family!	4, 5 Big and small (families)	Value: My family is special. SEL: Self-Awareness: Integrating personal and social identities	GCE: Recognize self as part of one or more wider networks.
Unit 4 My Toy Box	ball, doll, teddy bear, scooter car, train	Look at my (ball). What color is it? It's (yellow). What is this? It's a (car). What are these? They're (trains).	Nn /n/ - numbers, nap, noise Cc /k/ - color, cactus, computer Identifying characters and their feelings	Social Studies: Old and New	1-5 Fast and slow	Value: I learn to share. SEL: Relationship Skills: Learning to share	GCE: Behave in a considerate and respectful way.



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Unit 5 <i>Here I Am</i>	body, head, arms, legs hands, feet	<i>I have (1) (head). I have (2) (arms). Here are my (hands).</i>	Kk /k/ - koala, kangaroo, kites Ee /e/ - enter, exercise, elbows Recalling the events of a story	Science: <i>Legs!</i>	6-7 Counting animals' legs and arms	Value: <i>I love my body.</i> SEL: Social Awareness: Appreciating differences	GCE: Compare and contrast own identity with that of others. SDG: Goal 3: Good Health and Well-being
Unit 6 <i>Nice T-Shirt!</i>	shorts, sweater, pants, T-shirt hot, cold	<i>Where is my (T-shirt)? Here it is. Where are my (shorts)? Here they are. It's (cold). (Put on) your (sweater). It's (hot). (Take off) your (sweater).</i>	Mm /m/ - mountain, moose, map Dd /d/ - dream, dancer, dress Identifying the problem and solution in a story	Cultural Awareness: <i>Hot and Cold!</i>	8-9 Big and small (clothes)	Value: <i>I ask for help.</i> SEL: Self-Management: Asking for help	GCE: Identify a problem and provide at least one solution.
Unit 7 <i>Yummy!</i>	apples, bananas, sandwiches, cookies water, milk	<i>I like (bananas). I'm (thirsty). Can I have (some water) please? Here you are. Thank you.</i>	Rr /r/ - restaurant, rice, raisins Sequencing the events of a story	Health and Nutrition: <i>My Sandwich</i>	10 Sorting by color	Value: <i>I wash my hands.</i> SEL: Responsible Decision-Making: Learning about responsibility	GCE: GCE: Behave in a considerate and respectful way. SDG: Goal 3: Good Health and Well-being
Unit 8 <i>Pets, Pets, Pets</i>	cat, dog, hamster, fish rabbit, bird	<i>I have a (fish). I have (2) (hamsters). I don't have a (pet). Is it (small)? (No), it (isn't). Is it a (rabbit)? (Yes), it (is).</i>	Gg /g/ - gold, glitter, garden Oo /o/ - octopus, otter, olives Identifying the setting of a story	Social Studies: <i>Caring for Our Pets</i>	1-10 Patterns with size	Value: <i>I'm kind to animals.</i> SEL: Social Awareness: Learning about empathy and compassion	GCE: Behave in a considerate and respectful way.
Unit 9 <i>Look Outside!</i>	flower, tree, frog, butterfly quiet, loud	<i>What can you see? I can see a (butterfly). Can you hear the (frog)? Yes, I can. It's loud. No, I can't. It's quiet.</i>	Uu /u/ - up, uncle, umbrella Phonics review Identifying characters and their feelings	Science: <i>Tiny Helpers!</i>	1-10 Count by 2s	Value: <i>I learn to take care of nature.</i> SEL: Social Awareness: Learning how we affect the environment	GCE: Recognize self as part of one or more wider networks. Recognize that personal behavior can have a positive or negative impact on others. SDG: Goal 15: Life on Land