



English Program Pre-Kindergarten Thematic Outline

Unit	Getting to know my community	
I	Transversal themes	Generative themes
	Equity and respect among all human beings	School
	Entrepreneurship and innovation.	Family
	Cultural identity	Duties and responsibilities
	Information and communication technologies	My town and Community services
	<p>Through the integrated curriculum, we will work on this generative theme and reinforce the following cross-cutting themes as a set of essentially attitudinal teaching contents that should be incorporated into the activities proposed in all educational areas.</p> <ul style="list-style-type: none"> • Equity and respect among all human beings <ul style="list-style-type: none"> ○ During this unit, we will develop and strengthen equity and respect among all human beings to promote healthy coexistence in the family, community, and society. <ul style="list-style-type: none"> ▪ How can we respect the differences of others? ▪ How do we model respecting diversity by including everyone and appreciating differences? ▪ How do we strengthen equity and respect among all human beings? • Entrepreneurship and innovation <ul style="list-style-type: none"> ○ During this unit, we will develop and strengthen entrepreneurship and innovation as individuals and as a collective in the family, community, and society. <ul style="list-style-type: none"> ▪ What is entrepreneurship and innovation? ▪ Identify the professions in your family. ▪ Identify the businesses in the community. ▪ What business would you like to start? • Cultural identity <ul style="list-style-type: none"> ○ During this unit, we will strengthen our cultural identity in a fun way through research to identify the values, ideologies, and customs that make us recognize ourselves as part of a community. <ul style="list-style-type: none"> ▪ What is the typical music of our culture? ▪ What are the traditions of our community? ▪ What are the customs of our community? ▪ What is the history of our community? 	

	<ul style="list-style-type: none"> • Information and communication technologies <ul style="list-style-type: none"> ○ During this unit, we will identify and describe the variety of information and communication technologies to which we have access as individuals and as a collective in the family, community, and society. <ul style="list-style-type: none"> ▪ What are the technological tools available in your home, your school, and your community? ▪ What are the media outlets that you are familiar with? ▪ What are the information and communication media in your community? 		
I	Content	Number of weeks: 5	Indicator
	I. The fun and innovative school: <ul style="list-style-type: none"> a. Services and helpers in the school b. My responsibilities and rights at school c. My routine at school d. My materials and their purpose e. My classroom and areas of interest 		PK.LS.1.1 PK.LS.1.1b PK.LS.1.1c K.LS.2.1 PK.LS.3.1a PK.FS.1.1a PK.FS.1.2b PK.FS.1.2c PK.FS.2.1 PK.FS.3.1 PK.FS.4.1a PK.R.3.1L
	II. The family: <ul style="list-style-type: none"> a. What is a family? b. Who are the members of my family? c. My responsibilities and rights within my family d. My home and its parts 		PK.FS.1.2b PK.FS.1.2c PK.FS.2.1 PK.FS.3.1 PK.FS.4.1a PK.R.3.1L
	III. Duties and responsibility: <ul style="list-style-type: none"> a. What are duties? b. What are the responsibilities? c. Why do they exist? d. How do they help me? 		PK.W.1.1 PK.W.4.1
	IV. Community services <ul style="list-style-type: none"> a. What are the services? b. What is a community? c. What services are available in a community? d. Identify the services in my community. e. Why is it important to live in a community? 		
	V. My town: <ul style="list-style-type: none"> a. What is a town? b. What is my town, where do I identify it on the map of Puerto Rico, and where is my community located on the map of my town? c. What is a mayor, and who is the mayor of my town? d. What are the historic places in my town? e. Why is it important to live in a community? 		

	VI. Learning from home	
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Unit	The Importance of Being Healthy		
II	Transversal themes	Generative themes	
	Equity and respect among all human beings	The self	
	Health promotion	Parts of the body	
	Information and communication technologies	The senses	
		Taking care of my body	
		Similarities and differences	
	Through the integrated curriculum, we will work on this generative theme and reinforce the following cross-cutting themes as a set of essentially attitudinal teaching contents that should be incorporated into the activities proposed in all educational areas.		
	<ul style="list-style-type: none">• Equity and respect among all human beings<ul style="list-style-type: none">○ During this unit, we will develop and strengthen equity and respect among all human beings to promote healthy coexistence in the family, community, and society.<ul style="list-style-type: none">▪ How can we respect the differences of others?▪ How do we model respecting diversity by including everyone and valuing their differences?▪ How do we strengthen equity and respect among all human beings?		
	<ul style="list-style-type: none">• Information and Communication Technologies<ul style="list-style-type: none">○ During this unit, we will identify and describe the variety of information and communication technologies to which we have access as individuals and as a collective in the family, community, and society.<ul style="list-style-type: none">▪ What are the technological means that provide information about health in your city?▪ What information or communication technology is used for our body care and who uses it?		
	<ul style="list-style-type: none">• Health education<ul style="list-style-type: none">○ During this unit we will strengthen health education to apply in our body:<ul style="list-style-type: none">▪ Healthy habits that maintain physical well-being: physical exercise and reduction of sedentary lifestyles.▪ Healthy eating: consuming natural foods and eating a balanced diet.▪ Sleep hygiene: respecting sleep schedules.▪ Development of emotional intelligence		
	Content	Number of weeks: 5	Indicator
	I. About me <ul style="list-style-type: none">a. My identity.b. Who am I?c. I am important and valuable.d. My likes, talents, and habits.e. Identify what I don't like and why.		PK.LS.1.1b PK.LS.1.1c PK.LS.1.1d PK.LS.2.1 PK.LS.3.1

	II.	
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	II. The parts of the body a. Identify the different parts of the body	PK.LS.4.1 PK.LS.5.1
	III. The senses a. Identify and know the functions of the sense of smell. b. Identify and know the functions of the sense of taste. c. Identify and know the functions of the sense of touch. d. Identify and know the functions of the sense of hearing. e. Identify and know the functions of the sense of sight.	PK.FS.1.1 PK.FS.1.1b PK.FS.1.2c PK.FS.2.1 PK.FS.2.1a PK.FS.3.1b PK.FS.4.1 PK.FS.4.1b
	IV. Taking care of my body a. Feeding b. Hygiene c. Personal care d. Medical care e. Physical activities and rest	PK.R.1.1L PK.R.1.1I PK.R.2.1L PK.R.3.1L PK.R.4.1
	V. Similarities and differences a. Identify my physical characteristics and those of my classmates (skin, hair, eyes, among others). b. Identify my likes and dislikes and those of my peers (music, food, clothing, sports, among others). c. Classify similarities and differences. d. Recognize and respect everyone for his or her identity.	PK.R.4.2 PK.R.5.1I PK.R.6.1L PK.W.2.1 PK.W.4.1 PK.LA.2.1 PK.LA.2.1a

Unit	Puerto Rico, my beautiful island	
III	Transversal themes	Generator topics
	Equity and respect among all human beings	Location
	Cultural identity	Historical and important sites
	Information and communication technologies	Patriotic symbols
		Traditions and customs
		Discoveries
	Through the integrated curriculum we will work on this generative theme and reinforce the following cross-cutting themes as a set of essentially attitudinal teaching contents that should become part of the activities proposed in all educational areas.	
	<ul style="list-style-type: none">• Equity and respect among all human beings<ul style="list-style-type: none">○ During this unit we will develop and strengthen equity and respect among all human beings in order to have a healthy coexistence in the family, the community, the society, the town and the country.<ul style="list-style-type: none">▪ How can we respect the differences of others?▪ How do we model respect for diversity by including all people and valuing differences?▪ How do we strengthen equity and respect among all human beings?	
	<ul style="list-style-type: none">• Cultural identity<ul style="list-style-type: none">○ During this unit we will strengthen our cultural identity in a fun way and through research to identify the values, ideologies and customs that make us recognize ourselves as part of a community.<ul style="list-style-type: none">▪ What is the typical music of our culture?▪ What are our traditions?▪ What are our customs?▪ What is the history of our country?	
	<ul style="list-style-type: none">• Information and Communication Technologies<ul style="list-style-type: none">○ During this unit we will identify and describe the variety of information and communication technologies to which we have access as individuals and as a collective in the family, community and society.<ul style="list-style-type: none">▪ Which are the technological media that exist in our country?▪ What are the means of communication that you are familiar with?▪ What are the information and communication media in your community?	
Contenido	Cantidad de semanas: 5	Indicator
I. Location <ul style="list-style-type: none">a. Puerto Rico is an island.b. It is in the Caribbean Sea.c. It is the smallest of the Greater Antilles.d. Locate the island of Puerto Rico on the map of the world		PK.LS.1.1 PK.LS.1.1b PK.LS.1.1d PK.LS.1.1e PK.LS.2.1 PK.LS.3.1 PK.LS.3.1a
II. Historical and important places <ul style="list-style-type: none">a. San Juan, capital of Puerto Ricob. La Fortaleza: history and functionc. El Yunqued. El Morro		PK.FS.1.1 PK.FS.1.1a PK.FS.1.1b

	III. National symbols <ul style="list-style-type: none"> a. Puerto Rico has a flag. b. Puerto Rico has a coat of arms. c. Puerto Rico has an anthem. d. Compare the flags of Puerto Rico and Cuba and identify similarities and differences. 	PK.FS.1.1c PK.FS.1.2 PK.FS.2.1 PK.FS.2.1a PK.FS.2.1b PK.FS.2.1c PK.FS.3.1 PK.FS.3.1b
	IV. Traditions and customs <ul style="list-style-type: none"> a. Festivities b. Foods c. Music d. Folkloric games 	PK.FS.3.1c PK.FS.4.1 PK.R.1.1L PK.R.1. PK.R.2.1I
	V. Discovery <ul style="list-style-type: none"> a. Indians b. Races c. Travel d. Important people 	PK.R.3.1I PK.R.7.1L PK.W.1.1 PK.W.2.1 PK.W.2.2 PK.LA.1.1 PK.LA.1.1a

Unit	The Amazing World of Animals	
IV	Transversal themes	Generating themes
	Equity and respect among all human beings	Mammals
	Education for environmental and ecological awareness	Amphibians
		Reptiles
		Birds
		Fish
	<p>Through the integrated curriculum we will work on this generative theme and reinforce the following Transversal themes as a set of essentially attitudinal teaching contents that must become part of the activities proposed in all educational areas.</p> <ul style="list-style-type: none"> • Equity and respect among all human beings <ul style="list-style-type: none"> ○ During this unit we will develop and strengthen equity and respect among all human beings in order to have a healthy coexistence in the family, the community and society. <ul style="list-style-type: none"> ▪ How can we respect the differences of others? ▪ How do we model respect for diversity by including all people and valuing differences? ▪ How do we strengthen equity and respect among all human beings and their professions? • Education for Environmental and Ecological Awareness <ul style="list-style-type: none"> ○ During this unit we will be developing and strengthening respect and awareness for the environment and ecology. <ul style="list-style-type: none"> ▪ Caring for our environment ▪ Respect for animals and animal care ▪ Preservation of their habitat 	
	Content	Number of weeks: 6
	Indicators	
	I. Mammals <ul style="list-style-type: none"> a. Characteristics b. Feeding/Diet c. Reproduction d. Habitat 	PK.LS.1.1 PK.LS.1.1a PK.LS.1.1b PK.LS.1.1c PK.LS.1.1d PK.LS.1.1e
	II. Amphibians <ul style="list-style-type: none"> a. Characteristics b. Feeding/Diet c. Reproduction d. Habitat 	PK.LS.1.1f PK.LS.2.1 PK.LS.2.2 PK.LS.3.1 PK.LS.4.1 PK.LS.5.1
	III. Reptiles <ul style="list-style-type: none"> a. Characteristics b. Feeding/Diet c. Reproduction d. Habitat 	PK.FS.1.1 PK.FS.1.1b PK.FS.1.1c PK.FS.1.2

	IV. Birds <ul style="list-style-type: none"> a. Characteristics b. Feeding/Diet c. Reproduction d. Habitat 	PK.FS.1.2b PK.FS.1.2c PK.FS.2.1 PK.FS.2.1a PK.FS.3.1 PK.FS.3.1a
	V. Fish <ul style="list-style-type: none"> a. Characteristics b. Feeding/Diet c. Reproduction d. Habitat 	PK.FS.3.1b PK.FS.3.1c PK.FS.4.1c PK.R.1.1L PK.R.1.1I PK.R.2.1L PK.R.3.1L PK.R.4.1 PK.R.4.2 PK.R.5.1L PK.R.5.1I PK.R.6.1L PK.R.6.1I PK.W.1.1 PK.W.2.2 PK.W.2.3 PK.W.3.1a PK.W.3.1b PK.W.4.1 PK.LA.1.1b PK.LA.2.1 PK.LA.2.1a

Unit	Plants and their benefits		
V	Transversal themes		Generating themes
	Health promotion Education for environmental and ecological awareness		Parts of Plants
			Needs of plants
			Plants that are food
			The importance of plants
	Through the integrated curriculum we will work on this generative theme and reinforce the following transversal themes as a set of essentially attitudinal teaching contents that should be part of the activities proposed in all educational areas.		
	<ul style="list-style-type: none">• Health education<ul style="list-style-type: none">○ During this unit we will strengthen health education to apply in healthy food :<ul style="list-style-type: none">▪ Healthy habits eating correctly.▪ Healthy eating: consuming natural foods and eating a balanced diet.▪ Self-awareness and skills to make choices to nourish their bodies• Education for Environmental and Ecological Awareness<ul style="list-style-type: none">○ During this unit we will develop and strengthen respect and awareness for the environment and ecology.<ul style="list-style-type: none">▪ Caring for our environment▪ Respect for plants and their conservation▪ Caring for their habitat		

		PK.R.1.1L PK.R.1.1I PK.R.2.1I PK.R.3.1I PK.R.6.1L PK.R.6.1I PK.R.7.1L PK.R.7.1I PK.W.3.1 PK.W.3.1C PK.LA.1.1
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	<p>IV. The importance of plants</p> <ul style="list-style-type: none"> a. They provide shade and cooling. b. They purify the environment. c. They are used for construction and for furniture manufacturing. d. Healthy food from plants 	
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Unit	Discovering the universe	
VI	Transversal themes	Generating themes
	Equity and respect among all human beings	Solar System
	Education for environmental and ecological awareness	The planets
		Planet Earth
	Information and communication technologies	Moon and Sun
		Profession / vehicles / communication
	Through the integrated curriculum we will work on this generative theme and reinforce the following transversal themes as a set of essentially attitudinal teaching contents that must become part of the activities proposed in all educational areas.	
	<ul style="list-style-type: none">• Equity and respect among all human beings<ul style="list-style-type: none">○ During this unit we will develop and strengthen equity and respect among all human beings in order to have a healthy coexistence in the family, the community and society.<ul style="list-style-type: none">▪ How can we respect the needs of others?▪ How do we model respect for diversity by including all people and valuing differences?▪ How do we strengthen equity and respect among all human beings and their professions?	
	<ul style="list-style-type: none">• Education for Environmental and Ecological Awareness<ul style="list-style-type: none">○ During this unit we will develop and strengthen respect and awareness for the environment and ecology.<ul style="list-style-type: none">▪ Care for our environment▪ Respect for our planet and its conservation▪ Caring for the atmosphere▪ Valuing our universe and our responsibility to preserve it.	
	<ul style="list-style-type: none">• Information and Communication Technologies<ul style="list-style-type: none">○ During this unit we will identify and describe the variety of information and communication technologies to which we have access as individuals and as a collective in the family, community and society.<ul style="list-style-type: none">▪ What are the technological media you use?▪ What are the information and communication media used in the study and discovery of the universe?	
Content	Number of weeks: 5	Indicators
I. Solar System <ul style="list-style-type: none">a. What is the solar system?b. What is it composed of?<ul style="list-style-type: none">i. Planetsii. Starsiii. Moonsiv. Sun		PK.LS.1.1b PK.LS.1.1e PK.LS.2.1 PK.LS.2.2 PK.LS.3.1 PK.LS.3.1a PK.LS.4.1 PK.FS.1.1 PK.FS.1.1b PK.FS.1.1c PK.FS.1.2 PK.FS.2.1

	PK.FS.2.1d PK.FS.3.1 PK.FS.3.1a PK.FS.3.1b PK.FS.3.1d PK.FS.4.1b PK.R.2.1L PK.R.3.1L PK.R.4.1 PK.R.4.2 PK.R.5.1L PK.R.5.1I PK.W.1.1 PK.W.2.2 PK.W.2.3 PK.W.3.1b PK.W.4.1 PK.LA.1.1a PK.LA.1.1b PK.LA.2.1 PK.LA.2.1a
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	II. The planets <ul style="list-style-type: none"> a. What is a planet? b. How many planets are there in our universe? c. Is there life on them? d. What is needed for us to be able to live on other planets? e. What are the similarities and differences among the planets? 	
	III. Planet Earth <ul style="list-style-type: none"> a. What is planet Earth? b. What are rotation and translation? c. What is our planet composed of? d. What are the oceans of our planet? e. What are the continents of our planet? 	
	IV. Sun and Moon <ul style="list-style-type: none"> a. What is the Sun? b. What is its function? c. What is the Moon? d. What is its function? e. How many phases does the Moon have? 	
	V. Professions/ Vehicles/ Communication <ul style="list-style-type: none"> a. What are the professions and their function? b. What are the vehicles that are used? c. What are the different means of communication? 	

Unit	Traveling the world			
VII	Transversal themes		Generating themes	
	Equity and respect among all human beings		Meeting children from America	
	Education for environmental and ecological awareness		Meeting children from Europe	
	Cultural identity		Meeting children from Africa	
			Meeting children from Australia	
			Meeting children from Asia	
	<ul style="list-style-type: none">• Equity and respect among all human beings<ul style="list-style-type: none">○ During this unit we will develop and strengthen equity and respect among all human beings in order to have a healthy coexistence in the family, community and society.<ul style="list-style-type: none">▪ How can we respect the needs of others?▪ How do we model respect for diversity by including all people and valuing differences?▪ How do we strengthen equity and respect among all human beings and their professions?• Education for environmental and ecological awareness<ul style="list-style-type: none">○ During this unit we will be developing and strengthening respect and awareness for the environment and ecology in the world.<ul style="list-style-type: none">▪ Caring for our environment and the collective▪ Awareness of the conservation of our planet and teamwork▪ Respect and care for the flora and fauna, and comparison with those of our country• Cultural Identity<ul style="list-style-type: none">○ During this unit we will strengthen our cultural identity in a fun way and through research to identify the values, ideologies and customs that make us recognize ourselves as part of a community.<ul style="list-style-type: none">▪ What are the differences and similarities between our typical music and that of other countries?▪ What are the differences and similarities between our traditions and those of other countries?▪ What are the differences and similarities between our customs and those of other countries?▪ What are the differences and similarities between our country's history and that of other countries?			
	Content		Number of weeks: 6	Indicators
	I. Meeting children from America <ul style="list-style-type: none">a. Their physical characteristicsb. Their languagec. Their schoolsd. Their housing			PK.LS.1.1 PK.LS.1.1a PK.LS.1.1b PK.LS.1.1c PK.LS.1.1d PK.LS.1.1e PK.LS.1.1f
	II. Meeting children from Europe <ul style="list-style-type: none">a. Their physical characteristicsb. Their language			PK.LS.2.1 PK.LS.2.2 PK.LS.3.1 PK.LS.3.1a PK.LS.4.1 PK.LS.5.1

	<p> PK.FS.1.1 PK.FS.1.1a PK.FS.1.1c PK.FS.1.2 PK.FS.1.2^a PK.FS.2.1 PK.FS.2.1a PK.FS.2.1b PK.FS.2.1d PK.FS.3.1 PK.FS.3.1b PK.FS.3.1c PK.FS.3.1d PK.FS.4.1 PK.FS.4.1a PK.FS.4.1b PK.FS.4.1c </p> <p> PK.R.1.1L PK.R.1.1I PK.R.2.1L PK.R.2.1I PK.R.3.1L PK.R.3.1I PK.R.4.1 PK.R.4.2 PK.R.5.1L PK.R.5.1I PK.R.6.1L PK.R.6.1I PK.R.7.1L PK.R.7.1I </p> <p> PK.W.1.1 PK.W.2.1 PK.W.2.3 PK.W.3.1 PK.W.3.1a PK.W.3.1C PK.W.4.1 </p> <p> PK.LA.1.1 PK.LA.1.1a PK.LA.1.1b PK.LA.2.1 PK.LA.2.1a </p>
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	<ul style="list-style-type: none"> c. Their schools d. Their housing 	
	III. Meeting children from Africa <ul style="list-style-type: none"> a. Their physical characteristics b. Their language c. Their schools d. Their housing 	
	IV. Meeting children from Australia <ul style="list-style-type: none"> a. Their physical characteristics b. Their language c. Their schools d. Their housing 	
	V. Meeting children from Asia <ul style="list-style-type: none"> a. Their physical characteristics b. Their language c. Their schools d. Their housing 	