



COMPREHENSIVE CURRICULUM

Consolidated Full Edition

A Complete Learning System for Children, Families, Educators & Quality Reviewers

Multilingual Preschool • Ages 18 Months–5 Years • August–May

2026–2027 Program Year

Reviewed Working Edition • 2026

Executive Summary

This document is the complete Schola International Comprehensive Curriculum, consolidated into one coherent, non-repetitive reference. This summary orients any reader in five minutes; Parts I–X that follow contain the full program in detail.

Schola International is a multilingual preschool program serving children ages 18 months through 5 years, operating an August–May program year with a full-day schedule from 7:30 AM to 5:30 PM. The curriculum draws on Montessori, Reggio Emilia, and Waldorf traditions within a coherent, original Schola model built around inquiry, play, multilingualism, and whole-child development.

What This Document Contains

- Program foundations — mission, philosophy, and the whole-child model (Part I).
- Developmental pathways and eleven learning domains, from 18 months to 5 years (Part II).
- A full month-by-month curriculum map and all 36 weekly investigations (Part III).
- The complete Inquiry Studios teaching model and all eight studio profiles (Part IV).
- The teacher weekly-planning system, with a worked example (Part V).
- Assessment, teaching practices, daily schedule, and the full 36-week physical development program (Part VI).
- Inclusion, differentiation, and family partnership (Part VII).
- The complete Texas standards alignment crosswalk across all eleven learning domains (Part VIII).
- Implementation, governance, and the quality-assurance cycle (Part IX).

Key Facts at a Glance

Item	Detail
Ages served	18 months to 5 years
Program year	August – May (full day, 7:30 AM – 5:30 PM)
Pedagogical model	Original Schola model, informed by Montessori, Reggio Emilia, and Waldorf traditions
Curriculum structure	4-phase Annual Learning Journey — 36 weekly inquiry-based investigations
Learning domains	11 integrated domains, from social-emotional to executive function
Texas alignment	2022 Texas Prekindergarten Guidelines; Texas Infant, Toddler & Three-Year-Old Early Learning Guidelines (2013); Texas Rising Star quality measures

This is a curriculum and planning framework. A formal, outcome-by-outcome Texas standards alignment matrix is a separate, controlled deliverable (see Part IX).

Table of Contents

Executive Summary	2
How to Use This Document	4
Part I — Program Foundations.....	5
Part II — Developmental Pathways	10
Part II — Learning Domains	12
Part II — Scope, Sequence & Outcomes	16
Part III — Annual Curriculum Map.....	18
Part III — The Annual Learning Journey.....	23
Part III — The 36 Weekly Investigations	24
Part IV — The Inquiry Studios Model.....	27
Part V — Teacher Weekly Planning System	37
Part VI — Assessment System.....	45
Part VI — Teaching Practices & Daily Schedule	46
Part VI — Physical Development Program	49
Part VII — Inclusion, Differentiation & Family Partnership	54
Part VIII — Texas Regulatory & Standards Alignment.....	56
Part IX — Implementation, Governance & Quality Assurance	67
Part X — Program Commitment.....	70

How to Use This Document

This is the controlling Schola International curriculum document. It consolidates the annual learning arc, developmental scope and sequence, Texas alignment, Inquiry Studios model, weekly investigations, assessment system, classroom schedules, family partnership, and implementation tools into one publication. Repeated source language has been consolidated; unique age-band, domain, weekly, and classroom information has been retained.

Audience	Start Here	Use These Parts to Verify / Understand
Texas / state & quality reviewers	Parts I, II, VI & VIII	Program purpose; developmental pathways; learning domains; assessment; schedules; Texas standards alignment; governance.
Parents & caregivers	Parts I, III & VI	What children experience; annual themes; multilingualism; observation & portfolios; daily rhythms.
Educators & instructional leaders	Parts III, IV & V	The 36 investigations; Inquiry Studios; small groups; weekly planning cycle; documentation.
School / program leadership	Parts I, V, VI, VIII & IX	Mission; planning systems; assessment governance; alignment boundaries; annual review cycle.

About This Consolidated Edition

This edition merges four source guides — the Family Guide, the Teacher Planning Guide, the State & Quality Review Guide, and the Curriculum Framework — into a single, non-repetitive reference. Where the same explanation, safeguard, or schedule appeared in more than one source guide, it is stated once, in the part where it is most useful, and cross-referenced elsewhere. Editorial and version-history notes from the individual source guides have been consolidated into Part IX.

This document is a curriculum and planning framework. A formal, outcome-by-outcome Texas standards alignment matrix is a separate, controlled deliverable (see Part VIII).

Part I — Program Foundations

Mission

Schola's mission is to transform children's lives by providing a safe, nurturing, and inclusive learning environment that feels like home. The program supports each child's academic and social-emotional development within a multicultural, multilingual community, partnering with families and equipping educators with high-quality tools and resources.

Vision

Every child discovers and develops natural capacities to become an autonomous learner, a confident and kind person, and a responsible contributor prepared to meet a changing world with curiosity, creativity, empathy, resilience, and integrity.

The Schola Learner Profile

Disposition	Visible in Practice
Secure	Builds trusting relationships and a positive sense of identity.
Curious	Notices, wonders, investigates, and seeks meaning.
Communicative	Expresses ideas, needs, feelings, and theories in multiple modes and languages.
Autonomous	Makes choices, cares for self and spaces, and takes age-appropriate responsibility.
Creative	Imagines, designs, represents, revises, and solves problems.
Collaborative	Listens, contributes, negotiates, and cares for others.
Reflective	Revisits experience, recognizes growth, and identifies new questions.
Responsible	Acts with empathy, stewardship, and respect for the community and environment.

Educational Philosophy — A Coherent Schola Model

Schola draws thoughtfully from Montessori, Reggio Emilia, and Waldorf traditions without claiming to reproduce any one model in full. Their contributions are integrated within Schola's own multilingual, multicultural, play- and inquiry-led identity, each with an explicit guardrail.

Influence	Contribution to Schola	Guardrail
Montessori	Autonomy, order, concentration, practical life, purposeful materials, freedom within clear limits.	Materials serve learning; they do not replace relationships, imagination, or responsive teaching.
Reggio Emilia	Competent child, inquiry, projects, environment as educator, many forms of expression, documentation.	Projects emerge through dialogue among children's interests, educator intentions, and context.

Influence	Contribution to Schola	Guardrail
Waldorf	Rhythm, oral storytelling, imagination, free play, artistic experience, nature, unhurried time.	Practices are selected for developmental value and adapted to the school's diverse community.

Shared Commitments

- Play and relationships are essential contexts for development.
- Children learn through active participation and meaningful experience.
- The environment communicates values and invites independence.
- Educators balance child initiative with intentional teaching.
- Documentation makes learning visible and guides responsive planning.
- Academic concepts are integrated into authentic contexts rather than isolated drills.

The Child, Environment & Family — Three Partners

THE CHILD is a competent, curious, and capable active constructor of meaning — a communicator through words, movement, play, images, sound, and materials, entitled to agency, protection, challenge, and belonging.

THE EDUCATOR is a warm, reliable relationship partner — an observer, listener, and curriculum designer who facilitates, models, questions, documents, extends thinking, and guards safety, inclusion, dignity, and high expectations.

The Learning Environment

- Safe, welcoming, orderly, accessible, and aesthetically calm
- Organized for choice, independence, collaboration, and sustained play
- Rich in open-ended, culturally responsive, real, and natural materials
- Flexible enough to change with children’s theories and projects
- Connected to outdoor spaces, practical life, and the wider community

Family Partnership

- Families contribute essential knowledge about children, languages, identities, routines, and aspirations.
- Communication is reciprocal, accessible, respectful, and available in appropriate languages or formats.
- Family participation is invited without assuming one household structure, culture, schedule, or level of availability.

From Curriculum to Classroom — A Connected Planning System

System Layer	Function
Vision & values	Define the kind of community and learner Schola seeks to nurture.
Developmental pathways	Describe broad changes in participation, communication, thinking, movement, and autonomy.
Learning domains	Ensure attention to the whole child while supporting integrated experiences.
Annual inquiries	Offer a coherent yearlong arc from belonging to contribution.
Weekly planning	Connect priority outcomes with current evidence, interests, and meaningful investigations.
Inquiry Studios & routines	Provide daily contexts for exploration, instruction, relationship, and practice.
Observation & documentation	Gather evidence of process, strategy, growth, questions, and participation.
Reflection	Transform evidence into next steps, environmental changes, and family communication.

Planning rule: educators identify the learning purpose and evidence before selecting activities. Plans remain flexible hypotheses that change as children reveal what they know, wonder, and need.

Learning Through Play & Integrated Inquiry

Play is a primary mode through which young children test ideas, negotiate roles, use language, regulate emotion, represent experience, practice movement, encounter symbols, and solve problems. Intentional teaching enriches play without taking ownership away from children.

Integrated Learning Examples

Investigation	Possible Integration
How do plants grow?	Science observation; measurement and counting; new vocabulary; drawing and emergent writing; responsibility through care; movement through gardening; family and cultural knowledge about plants.
How can we build a strong bridge?	Engineering and spatial reasoning; measurement; collaboration; oral explanation; design drawing; revision; fine- and gross-motor control.
What makes a community?	Identity and belonging; role play; maps and positional language; interviews; counting and sorting; community walks; stories and family expertise.

Evidence is gathered within meaningful activity; assessment is not separated from learning or reduced to testing.

Multilingualism, Diversity & Inclusion — Designed From the Beginning

Language, culture, and identity are inseparable. Multilingualism is treated as a strength and a resource for thinking, relationship, and belonging. Children may understand more than they can yet express in the school language and should be able to demonstrate knowledge in multiple modes.

- Learn and use children's names accurately and include meaningful home-language words and routines.
- Pair spoken language with objects, actions, visuals, songs, repetition, and predictable contexts.
- Allow gesture, movement, drawing, construction, play, AAC, and home language as valid communication.
- Protect thinking complexity: adapt access and expression without automatically lowering the intellectual goal.
- Partner with families and qualified language resources; avoid using children as interpreters for sensitive communication.

Curriculum observation supports teaching decisions; it does not replace screening, evaluation, diagnosis, accommodation plans, or specialist services.

Curriculum-Wide Safeguards

These commitments apply across every part of this document — stated once here rather than repeated in each section.

Safeguard	What It Means in Practice
Development is variable and nonlinear	Age bands are broad planning references. Educators begin with demonstrated strengths, access, belonging, meaningful participation, and the next reachable challenge; earlier foundations are revisited whenever needed.

Safeguard	What It Means in Practice
Observation drives planning	The recurring cycle is observe, listen, document, interpret, reflect, and respond. Plans name meaningful possibilities without predicting identical outcomes.
Multilingualism is an asset	Home languages, identities, family knowledge, gestures, visual supports, songs, objects, and multiple communication modes are used as learning resources.
Inclusion is designed from the beginning	Educators adjust physical access, sensory load, pacing, materials, group size, complexity, communication supports, and ways to demonstrate understanding.
Culture and celebrations require care	Families are consulted; cultures are not reduced to crafts, costumes, or single stories; inclusive alternatives are available.
Assessment protects dignity	Only necessary evidence is collected and shared according to consent, confidentiality, storage, and school policy. Evidence informs support rather than labeling children.
Safety and regulation remain controlling	Field experiences, food, movement, rest, tools, technology, documentation, and environments follow applicable supervision, consent, accessibility, health, and safety requirements.

Part II — Developmental Pathways

Development is variable, interconnected, and influenced by experience, relationships, language, culture, health, and opportunity. These descriptors are broad planning references — not deadlines or diagnostic criteria. Educators plan from each child’s demonstrated strengths and next reachable challenge.

18–24 Months — Security, Sensory Exploration & Emerging Autonomy

Children May Increasingly	Educators Prioritize
Build secure attachments and use trusted adults as a base for exploration.	Consistent relationships and predictable routines
Communicate needs, interests, and feelings through gesture, sound, movement, and emerging words.	Abundant floor movement and safe climbing
Explore cause and effect through repeated action and sensory experience.	Simple language paired with gestures and objects
Develop mobility, coordination, and hand control through safe movement and manipulation.	Repetition, imitation, songs, and sensory play
Participate in simple routines and practical-life actions with support.	Short experiences with generous transition time

2–3 Years — Language Growth, Agency & Social Participation

Children May Increasingly	Educators Prioritize
Use expanding language and symbolic play to represent experience.	Choices limited enough to be manageable
Assert preferences and practice independence within clear limits.	Emotion language and co-regulation
Begin parallel and associative play, turn-taking, and simple cooperation.	Open-ended materials and practical life
Sort, match, count small sets, and notice patterns in daily contexts.	Brief small groups based on interest or need
Investigate materials through filling, transporting, building, mixing, and comparing.	Opportunities for vigorous movement and rest

3–4 Years — Imagination, Collaboration & Emerging Representation

Children May Increasingly	Educators Prioritize
Sustain imaginative play and negotiate roles with support.	Rich oral language and interactive read-alouds
Ask questions, explain ideas, and participate in extended conversations.	Inquiry projects grounded in observation

Children May Increasingly	Educators Prioritize
Represent thinking through drawing, construction, movement, marks, and storytelling.	Peer collaboration with explicit social support
Use number, shape, pattern, and measurement in meaningful problems.	Fine- and gross-motor challenge
Plan simple actions, persist, and reflect with adult scaffolding.	Multiple ways to document and communicate

4–5 Years — Complex Inquiry, Self-Regulation & Leadership

Children May Increasingly	Educators Prioritize
Develop more complex theories, plans, representations, and explanations.	Extended projects and deeper questions
Use emergent literacy and mathematics for authentic purposes.	Intentional small groups for support or extension
Collaborate, negotiate, revise ideas, and sustain projects over time.	Opportunities to design, test, revise, and present
Apply growing self-regulation, working memory, and flexible thinking.	Leadership defined through care and contribution
Take meaningful responsibility and communicate learning to others.	Continuity toward kindergarten without premature formalization

Evidence to Notice — Every Age Band

The same evidence lens applies across all four developmental pathways, so it is stated once here rather than repeated at each age band:

- How the child participates, communicates, and forms relationships.
- Strategies used during play, inquiry, routines, and challenge.
- Growth over time across different contexts — not a single performance.
- Conditions and supports that strengthen engagement and expression.
- Questions, interests, and dispositions that can guide next steps.

Part II — Learning Domains

The curriculum organizes planning around eleven learning domains. In practice, domains are integrated — one meaningful experience may support several at once — while educators still identify a small number of priority outcomes so observation stays focused.

Domain	Core Emphasis
Social-emotional	Identity, belonging, relationships, empathy, and regulation
Language & communication	Receptive, expressive, pragmatic, and multilingual communication
Emergent literacy	Oral language, phonological awareness, concepts of print, storytelling, reading and writing behaviors
Mathematics	Number, operations, pattern, geometry, measurement, data, and reasoning
Science & discovery	Observation, prediction, investigation, evidence, living and physical systems
Social studies	Identity, family, community, place, time, culture, and responsible participation
Creative arts	Visual art, music, movement, drama, imagination, and representation
Physical development	Gross motor, fine motor, coordination, body awareness, health, and safe movement
Outdoor learning	Nature inquiry, stewardship, risk competence, movement, and well-being
Practical life	Self-care, care of environment, food routines, tools, and contribution
Executive function	Attention, working memory, inhibitory control, flexibility, planning, and persistence

Social-Emotional Development & Executive Function

Belonging, regulation and purposeful action

Progression Priorities	Intentional Teaching
Develop a secure identity and sense of belonging.	Warm, predictable relationships and routines
Build trusting relationships and increasingly reciprocal friendships.	Emotion language, co-regulation, and restorative problem-solving
Recognize, communicate, and regulate emotions with growing independence.	Choice, meaningful responsibility, and visual supports
Show empathy, care, cooperation, and constructive conflict resolution.	Games and projects that require memory, turn-taking, and revision
Develop attention, working memory, flexible thinking, planning, and persistence.	Observation of behavior in context rather than trait labels

Language, Communication & Emergent Literacy

Meaning before mastery

Progression Priorities	Intentional Teaching
Understand increasingly complex language in meaningful contexts.	Frequent responsive conversation
Communicate needs, ideas, stories, theories, and feelings in multiple modes and languages.	Interactive read-alouds and oral storytelling
Develop conversational turn-taking, listening, and social communication.	Home-language connections and visual/AAC supports
Enjoy books, stories, songs, rhymes, and word play.	Print-rich environments without worksheet dependence
Notice sounds, symbols, letters, and print; use emergent writing for authentic purposes.	Dictation, drawing, name writing, signs, lists, and messages

Mathematical Thinking

Patterns, relationships and reasoning

Progression Priorities	Intentional Teaching
Use number words, quantities, and one-to-one correspondence in play and routines.	Manipulatives, loose parts, and everyday problems
Compare, compose, and separate small quantities using objects and stories.	Questions such as “How do you know?” and “What changed?”
Recognize, extend, and create patterns.	Multiple strategies and representations
Explore shape, position, spatial relationships, and construction.	Math language embedded in movement, building, cooking, and nature
Measure, sort, represent data, and explain mathematical thinking.	Challenge calibrated to current understanding

Science, Discovery & Social Studies

Investigating natural and social worlds

Progression Priorities	Intentional Teaching
Observe closely, ask questions, and make predictions.	Hands-on investigation before explanation
Investigate materials, motion, light, sound, water, weather, and change.	Tools, collections, field experiences, and community expertise
Explore living things, habitats, life cycles, and basic needs.	Accurate vocabulary introduced in context
Use evidence to compare ideas, document change, and revise explanations.	Culturally responsive inquiry that avoids single stories
Understand identity, family, community roles, place, time, culture, and shared responsibility.	Opportunities to act on care for community and environment

Creative Arts

Many languages of expression

Progression Priorities	Intentional Teaching
Explore color, line, shape, texture, sound, rhythm, movement, and dramatic roles.	Open-ended materials rather than identical crafts
Use materials and performance to represent experience, feeling, and imagination.	Time for process, experimentation, and revision
Make aesthetic choices, take creative risks, and develop technique.	Music, movement, and drama throughout the day
Collaborate, respond to others' work, and revisit creations.	Documentation of intention and meaning — not only products
Experience diverse artistic traditions respectfully and in context.	Artists, families, and community resources as partners

Physical Development & Outdoor Learning

Movement, competence and connection with nature

Progression Priorities	Intentional Teaching
Build gross-motor control, balance, coordination, strength, and endurance.	Daily varied movement indoors and outdoors
Develop hand strength, bilateral coordination, and visual-motor control.	Inclusive adaptations and non-competitive participation
Use tools and materials safely with increasing precision.	Safe challenge without eliminating all productive risk
Assess manageable physical challenge with adult support.	Rest, hydration, sun/weather, and health procedures
Experience nature, active play, and outdoor inquiry as daily parts of learning.	Connections among movement, language, science, mathematics, and regulation

Practical Life Skills

Autonomy, care and contribution

Progression Priorities	Intentional Teaching
Participate in dressing, toileting, hygiene, meals, and personal organization as developmentally appropriate.	Real tasks with appropriately sized tools
Care for materials, classroom spaces, plants, and shared resources.	Patient modeling and sufficient time

Progression Priorities	Intentional Teaching
Pour, transfer, wash, prepare, fasten, sort, and use simple tools safely.	Visual sequences and adaptive equipment when helpful
Follow multi-step routines with decreasing support.	Respect for family practices and individual privacy
Experience responsibility as meaningful contribution, not reward or punishment.	Shared responsibility without gender or cultural stereotypes

Documentation Prompts — Every Domain

The same four reflection prompts apply across all eleven domains, so they are stated once here rather than repeated after each table:

- What strategy or understanding is visible?
- What language, movement, representation, or relationship supports participation?
- What has changed across time or contexts?
- What is the next meaningful level of complexity?

Part II — Scope, Sequence & Outcomes

Scope & Sequence: 18 Months–3 Years

Foundations through relationship, repetition, sensory-motor experience, and emerging language.

Domain	Broad Progression
Social-emotional	Seeks trusted adults; expresses needs; joins simple routines; plays near and increasingly with peers.
Language	Communicates through gesture, sound, and expanding words; follows familiar directions; engages in songs and conversation.
Literacy	Enjoys books and rhymes; notices images, names, and environmental print; makes purposeful marks.
Mathematics	Matches, sorts, compares, notices pattern, counts small sets, and explores shape and space.
Science	Explores cause and effect; observes living things and materials; repeats actions to test what happens.
Social studies	Develops identity and belonging; recognizes familiar people, places, and routines.
Creative arts	Explores sensory qualities, sound, movement, materials, and pretend actions.
Physical / outdoor	Builds mobility, balance, hand strength, and safe exploration.
Practical life / executive	Participates in simple self-care and clean-up; remembers one-step routines with support.

Scope & Sequence: 3–5 Years

Increasing complexity, representation, collaboration, reflection, and independence.

Domain	Broad Progression
Social-emotional	Sustains friendships; negotiates roles; uses regulation strategies; contributes to group decisions.
Language	Uses increasingly complex sentences, narratives, and explanations; adapts communication to audience and purpose.
Literacy	Retells and creates stories; notices sounds and letters; uses emergent reading and writing for meaningful purposes.
Mathematics	Reasons about quantity, operations, pattern, geometry, measurement, and data in authentic problems.
Science	Asks investigable questions; predicts, documents, compares evidence, and revises explanations.
Social studies	Explores community, maps, time, culture, roles, rules, and responsible participation.

Domain	Broad Progression
Creative arts	Makes intentional artistic choices; sustains dramatic roles; revises and communicates through multiple media.
Physical / outdoor	Combines movement patterns, uses tools precisely, accepts challenge, and participates in outdoor stewardship.
Practical life / executive	Plans and completes multi-step tasks; manages materials; persists, shifts strategies, and reflects.

Educators select observable priorities based on current evidence and revisit earlier foundations whenever children need security, access, practice, or deeper integration.

Learning Outcomes — End-of-Program Aspirations, Not Exit Tests

Outcome Area	By the End of the Schola Experience, Children Are Supported To...
Belonging	Experiences school as safe and inclusive; forms positive relationships and expresses identity with confidence.
Communication	Communicates ideas, needs, questions, and stories using growing language and multiple modes.
Learning dispositions	Shows curiosity, agency, creativity, attention, persistence, and willingness to revise.
Literacy	Engages deeply with oral language, stories, sound, and print; uses emergent reading and writing meaningfully.
Mathematics	Uses number, pattern, shape, measurement, and data to reason about real situations.
Inquiry	Observes, predicts, investigates, documents, and uses evidence to build explanations.
Physical competence	Moves with increasing control and confidence; uses hands and tools with growing precision.
Autonomy	Participates in self-care, routines, organization, and practical responsibilities.
Citizenship	Acts with empathy, collaborates, respects difference, and contributes to community and environmental care.
Reflection	Recognizes learning, selects evidence, communicates growth, and identifies new questions.

Children demonstrate outcomes in varied ways and at varied times. Transition information should describe strengths, strategies, supports, and next steps — not a pass/fail score.

Part III — Annual Curriculum Map

This month-by-month framework provides inquiry projects, essential questions, learning priorities, celebrations, and field experiences. Teachers adapt each inquiry to children’s interests, languages, cultures, developmental needs, access requirements, and emerging questions. June–July is reserved for summer inquiry or program-specific planning, adapted to enrollment, climate, calendar, and operational model.

Yearlong Learning Arc

Period	Emphasis
August–September	Belonging & identity
October–December	Observation, community & culture
January–February	Scientific inquiry & design
March–April	Living systems & stewardship
May	Application, reflection & celebration

AUGUST — Welcome to Our Learning Community

Essential question: How do we learn, grow, and belong together?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Build classroom routines and shared expectations • Develop independence and self-help skills • Create a sense of belonging and classroom community • Learn classroom vocabulary and daily routines • Explore learning centers and materials • Establish friendships and positive relationships • Introduce school values and emotional-regulation strategies	Back-to-School Welcome • Meet the Teacher • Classroom Community Celebration • Family Welcome Event	Classroom treasure hunt • School tour • Nature walk around campus • Outdoor-learning-environment exploration

SEPTEMBER — Who We Are, Together

Essential question: What makes each of us unique, and how do we belong to our community?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Develop self-identity and confidence • Explore families, cultures, languages, and traditions • Build friendships through cooperation and kindness • Strengthen communication in a multilingual environment • Discover classroom and school communities • Encourage curiosity through collaborative exploration • Celebrate diversity through shared experiences and family connections	Hispanic Heritage Month • International Dot Day • Family Heritage Celebration • Community Helpers Appreciation Day	Neighborhood walk • Visit from community helpers • Family reading experience • School garden exploration

OCTOBER — Nature Detectives

Essential question: What can we discover when we observe the world around us?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Observe seasonal changes through inquiry • Explore plants, trees, pumpkins, and local wildlife • Develop scientific thinking through observation and prediction • Build descriptive language and new vocabulary • Compare, sort, measure, and classify natural objects • Encourage curiosity, creativity, and respect for nature	Fall Festival • Pumpkin Investigation Day • National Apple Month activities • Optional costume or autumn celebration	Nature walk • Leaf collection and investigation • School garden exploration • Pumpkin patch or local farm visit

NOVEMBER — Growing Together

Essential question: How can we care for one another and make a difference in our community?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Develop empathy, kindness, and gratitude • Understand cooperation and teamwork • Explore community roles and responsibilities • Strengthen communication and collaborative learning • Practice problem-solving and conflict resolution • Participate in age-appropriate acts of service and generosity • Recognize each person's contribution to the community	Season of Gratitude • World Kindness Day • Family Gratitude Celebration • Community Service Project	Gratitude nature walk • Visit from community helpers • Community garden or food-bank partnership • Classroom service project

DECEMBER — Celebrations Around the World

Essential question: How do people celebrate, share traditions, and bring joy to others?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Explore cultural traditions and celebrations from around the world • Develop appreciation for diversity and inclusion • Express creativity through music, art, dance, and storytelling • Strengthen empathy, generosity, and acts of kindness • Compare customs, symbols, foods, and traditions • Build communication and global awareness • Respect different perspectives and cultural identities	International Traditions Study • Family Cultural Showcase • Acts of Kindness Week • Winter Celebration	Cultural museum visit • Family cultural presentations • Community music performance • Classroom cultural celebration

JANUARY — Little Scientists at Work

Essential question: How do we discover and understand the world through exploration and investigation?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Ask questions and make predictions • Observe, experiment, and document discoveries • Explore light, sound, water, magnets, and motion • Develop critical thinking and problem-solving skills • Use scientific language to describe observations • Practice persistence, curiosity, and collaboration	New Year Reflection • Science Exploration Month • Martin Luther King Jr. Day learning • Classroom Science Fair	STEM discovery stations • Outdoor winter investigation • Visit from a scientist or engineer • Children's science museum

FEBRUARY — Little Engineers

Essential question: How can we imagine, design, and build solutions?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Explore engineering through hands-on design challenges • Plan, build, test, and improve creations • Develop spatial awareness and problem-solving skills • Investigate balance, force, motion, and simple machines through play • Practice teamwork, creativity, and perseverance • Use mathematical thinking to measure, compare, and construct • Reflect on designs and improve solutions collaboratively	Engineering Week • Kindness and Friendship Celebration • Presidents' Day learning • Family Engineering Challenge	Building Challenge Day • Community construction walk • Visit from an engineer, architect, or builder • Children's museum STEM exhibit

MARCH — Growing and Changing

Essential question: How do living things grow and change over time?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Investigate the life cycles of plants, animals, and people • Observe growth through experiments and nature exploration • Understand the basic needs of living things • Develop observation, comparison, and prediction skills • Document discoveries through drawings, photographs, and simple journals • Build responsibility by caring for living things	Read Across America Week • National Plant a Flower Day • Spring Celebration • Classroom Garden Showcase	Classroom garden project • Nature observation walk • Butterfly garden exploration • Botanical garden visit

APRIL — Caring for Our Planet

Essential question: How can we protect and care for the world we share?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Explore Earth's natural resources and ecosystems • Build environmental awareness through sustainable routines • Investigate recycling, reducing waste, and reusing materials • Observe weather, water, soil, and living habitats • Practice responsible decision-making and stewardship • Collaborate on projects that care for the environment • Recognize individual and collective responsibility	Earth Day • National Gardening Month • Earth Stewardship Celebration • School Clean-Up Day	Recycling center tour • Nature preserve visit • Tree or flower planting project • Community park clean-up

MAY — Young Innovators

Essential question: How can we use what we have learned to make a positive impact?

Learning Priorities	Events & Celebrations	Suggested Field Experiences
Apply knowledge through collaborative projects • Solve real-world challenges using creativity and critical thinking • Communicate ideas through speaking, emergent writing, art, and dramatic play • Reflect on personal growth and learning achievements • Strengthen leadership, confidence, and teamwork • Celebrate curiosity, perseverance, learning, and innovation	Educator Appreciation Week • Family Appreciation Celebration • End-of-Year Learning Showcase • Family Innovation Expo	Community innovation walk • Children's museum or maker space • Student project exhibition • Innovation showcase with community partners

Implementation Guidance

Plan From Observation

- Begin with what children already know, notice, and wonder.
- Select two or three priority objectives for each week.
- Use photos, work samples, conversations, and teacher notes to plan next steps.

Support Multilingual Learners

- Preview key vocabulary with objects, gestures, pictures, songs, and home-language connections.
- Invite children to communicate through speech, movement, drawing, play, and emergent writing.
- Partner with families for accurate pronunciation, cultural context, and meaningful resources.

Design for Participation

- Offer multiple ways to engage, explore materials, and demonstrate understanding.
- Adjust sensory load, physical access, group size, pacing, and communication supports as needed.
- Use field experiences only after accessibility, supervision, transport, consent, and risk checks are complete.

Keep Celebrations Inclusive

- Consult families and avoid presenting any culture as a craft, costume, or single story.

- Offer inclusive alternatives for children who do not participate in particular holidays.
- Use “family” and “caregiver” language so every child’s household is represented.

Part III — The Annual Learning Journey

The year unfolds as a developmental, inquiry-based progression across four connected phases — from building a secure sense of belonging to investigating ideas, creating solutions, and contributing responsibly to the learning community. Phases are connected emphases, not rigid stages or deadlines; belonging, relationships, self-regulation, language, and play are revisited throughout every phase.

Phase	Timeframe	Focus	Guiding Question
1. Belong	August–September	Relationships • Identity • Routines	How do we learn, grow, and belong together?
2. Discover	October–December	Nature • Community • Culture	What can we discover about the people and world around us?
3. Investigate & Create	January–February	Science • Engineering • Problem-solving	How can we investigate ideas and design solutions?
4. Grow & Contribute	March–May	Living systems • Stewardship • Leadership	How can we use what we know to care, contribute, and make an impact?

Continuous Cycle

Belonging supports exploration; exploration generates questions; questions inspire creation; reflection turns learning into contribution.

Part III — The 36 Weekly Investigations

The Weekly Planning Overview provides a year-long sequence of inquiry-based learning experiences for children ages 18 months to 5 years, aligned with the Texas Early Learning Guidelines, the 2022 Texas Prekindergarten Guidelines, and the expectations of Texas Rising Star. Each week is organized around an open-ended investigation question and intentionally integrates language and literacy, mathematics, science, social-emotional development, creative expression, and physical development through authentic, play-based experience.

Every Week Includes

- Weekly investigation — an open-ended inquiry question that guides children’s exploration.
- Key vocabulary — developmentally appropriate academic and everyday language.
- STEM invitation — experiences that invite observing, questioning, predicting, testing, comparing, designing, and problem-solving.
- Literacy experience — oral language, shared reading, storytelling, environmental print, and emergent writing.
- Creative exploration — art, music, movement, dramatic play, and construction.

Performance weeks (e.g., Week 10) emphasize authentic projects, documentation, demonstration, and reflection rather than traditional assessments. Full weekly lesson detail (vocabulary lists, STEM/literacy/creative invitations) is maintained in the teacher-facing planning appendix; the table below presents the complete 36-week investigation sequence organized by phase.

Phase 1 — Building Our Learning Community (Weeks 1–10)

Belonging, routines, relationships, responsibility, and learning environments.

Week	Essential Question
Week 1	Who is part of our learning community?
Week 2	How do we learn together?
Week 3	How can we help our learning community?
Week 4	How do our learning spaces help us grow?
Week 5	How do we belong in our learning community?
Week 6	What makes me unique?
Week 7	How are we alike and different?
Week 8	What makes a family?
Week 9	How do our families and experiences shape who we are?
Week 10	Performance Week — How do we make our community stronger by being ourselves?

Phase 2 — Nature Detectives (Weeks 11–15)

Observation, living things, habitats, patterns, and nature investigation.

Week	Essential Question
Week 11	What can we discover when we observe nature?
Week 12	How do living things grow and change?
Week 13	How are plants and animals connected to their habitats?
Week 14	How do patterns in nature help us understand our world?
Week 15	How can we use what we know to investigate the natural world?

Phase 3 — Growing Together (Weeks 16–20)

Community roles, kindness, cooperation, problem-solving, and service.

Week	Essential Question
Week 16	How do people help a community grow?
Week 17	How do kindness and cooperation make a difference?
Week 18	How do people solve problems together?
Week 19	How can we contribute to our community?
Week 20	How have we grown together as a community?

Phase 4 — Celebrations Around the World (Weeks 21–25)

Celebrations, traditions, comparison, connection, and global awareness.

Week	Essential Question
Week 21	Why do people celebrate?
Week 22	How do traditions help us remember and connect?
Week 23	How are celebrations similar and different around the world?
Week 24	How do celebrations bring people together?
Week 25	What can we learn from celebrations around the world?

Phase 5 — Little Scientists at Work (Weeks 26–30)

Scientific roles, senses, questions, testing, evidence, and explanation.

Week	Essential Question
Week 26	What do scientists do?

Week	Essential Question
Week 27	How do we investigate the world using our senses?
Week 28	How do scientists ask questions and test ideas?
Week 29	How do we collect and use evidence?
Week 30	How does scientific investigation help us understand our world?

Phase 6 — Little Engineers and Young Innovators (Weeks 31–36)

Design, structures, testing, improvement, community solutions, and positive impact.

Week	Essential Question
Week 31	What do engineers do?
Week 32	How do engineers design solutions?
Week 33	How do we build strong and stable structures?
Week 34	How do engineers improve their designs?
Week 35	How can engineering help people and communities?
Week 36	How can we use what we have learned to make a positive impact?

Teacher Reflection & Responsive Planning

Use documentation from each investigation to decide what to revisit, extend, simplify, or connect to the next week. Reflection should result in responsive changes to materials, questions, grouping, language supports, and access — not merely a record of completed activities.

- What captured children’s attention and sustained engagement?
- What theories, questions, strategies, and vocabulary emerged?
- How did children communicate understanding through play, talk, movement, construction, art, or writing?
- Which children need additional access, modeling, challenge, repetition, or language support?
- What materials or experiences should be added, removed, or revisited?
- What family knowledge or community connection could deepen the inquiry?

The weekly investigations create recurring opportunities to address Texas developmental domains and curriculum-related Texas Rising Star quality measures. Curriculum use alone does not establish Texas Rising Star certification, which also depends on program operations, documentation, staff qualifications, licensing compliance, and verification.

Part IV — The Inquiry Studios Model

The Inquiry Studios are a pedagogical model — not a room arrangement. They provide responsive environments where children investigate, collaborate, create, and construct knowledge through meaningful play and authentic experience, integrating learning domains rather than separating them into isolated subjects.

Operating idea: the studio is a prepared possibility. The curriculum emerges through dialogue among children's interests, educator intentions, developmental priorities, materials, relationships, culture, and evidence.

Inquiry Studios Are / Are Not

Inquiry Studios ARE	Inquiry Studios Are NOT
Purposeful and adaptable • Rich in open-ended materials • Connected to questions and developmental priorities • Available for sustained play and revisiting • Supported by observation and intentional teaching	A decorative display • A worksheet center • A fixed rotation every child must complete • Unsupervised free time • A substitute for relationships, outdoor learning, or direct safety teaching

Design test: if an experience has only one acceptable product, path, or answer, reconsider whether it functions as inquiry.

Guiding Principles

Principle	Visible in Practice
Exploration	Children learn through active engagement with people, materials, ideas, and environments.
Play	Play is a primary context for communication, imagination, regulation, relationship, and conceptual learning.
Curiosity	Questions and theories provide energy and direction for investigation.
Intentional teaching	Educators observe, model, question, introduce knowledge, scaffold, and extend when it increases access or depth.
Individual pathways	Children participate and communicate in different ways and at different rates.
Environment	Space, time, and materials communicate expectations and enable autonomy.
Documentation	Evidence makes process visible and informs responsive decisions.
Choice	Meaningful choice supports ownership, motivation, and independence within safe limits.
Belonging	Language, culture, identity, ability, and family knowledge are resources for learning.
Reflection	Children and educators revisit experience, recognize change, and generate new questions.

The Schola Learning Cycle — Recursive, Not Linear

Stage	Children May...	Educators May...
Observe	Notice, listen, handle, compare, and become curious.	Slow down, name details, and capture interests.
Wonder	Ask questions, express theories, and make predictions.	Invite questions without supplying every answer.
Explore	Engage materials, ideas, and experiences through play and experimentation.	Offer time, choice, and accessible materials.
Investigate	Test ideas, solve problems, compare, classify, and gather information.	Add tools, vocabulary, comparison, or a meaningful problem.
Create	Represent understanding through art, construction, language, movement, drama, writing, or design.	Protect multiple forms of representation and revision.
Reflect	Revisit what happened, what changed, what surprised, and what remains uncertain.	Revisit documentation and invite child interpretation.
Share	Communicate, collaborate, demonstrate, and explain thinking.	Support audience, language, and communication access.
Apply	Transfer learning to a new context and begin another cycle.	Connect prior learning to a fresh challenge.

Children may enter at any stage, repeat stages, pause, change direction, or sustain one investigation across many days.

Roles of Child and Educator

CHILDREN as explorers and observers, thinkers and theory builders, problem-solvers and decision-makers, creators and communicators, collaborators and community members, caregivers of materials and spaces, and reflective learners who persist and revise.

EDUCATORS as warm relationship partners, observers and researchers, designers of environments and access, facilitators and coaches, questioners and knowledge resources, documenters and interpreters, and partners with families and specialists.

Educator Decision Rule

- Join when participation, safety, language, strategy, or conceptual depth will benefit.
- Step back when children are productively engaged and ownership is growing.
- Redirect when dignity, safety, access, or the rights of others are at risk.
- Introduce explicit teaching briefly when it unlocks meaningful inquiry or required safe practice.

Preparing the Environment

Quality	Look-fors
Inviting	A clear purpose, attractive order, reachable materials, and an entry point children can understand.
Accessible	Multiple positions, sensory pathways, communication modes, tool adaptations, and levels of complexity.
Open-ended	Materials support many uses, combinations, questions, representations, and solutions.
Culturally responsive	Names, languages, images, stories, tools, and knowledge reflect children, families, and wider communities with depth.
Independent	Children can select, use, return, and care for materials with appropriate visual or physical support.
Collaborative	Space and quantities permit shared work, conversation, negotiation, and parallel participation.
Safe	Hazards, supervision, sanitation, allergies, choking risks, tool use, and movement pathways are actively assessed.
Evolving	Documentation and materials change in response to evidence and inquiry — not merely a calendar theme.
Calm	Visual density, noise, traffic, and storage support sustained attention and regulation.

Studio Architecture — Eight Permanent Identities, Flexible Boundaries

Studio	Primary Possibilities	Common Connections
Literacy	Reading, writing, storytelling, listening, vocabulary, sound awareness, and authentic communication.	All inquiries; dramatic play; documentation
Mathematics	Counting, quantity, operations, pattern, sorting, shape, space, measurement, data, and reasoning.	Construction; cooking; nature; routines
Discovery	Science, nature, observation, tools, prediction, experimentation, and evidence.	Outdoor; mathematics; construction; art
Construction	Engineering, blocks, loose parts, design challenges, spatial thinking, testing, and revision.	Mathematics; science; dramatic play
Creative	Drawing, painting, clay, collage, music, movement, and open-ended artistic representation.	Literacy; culture; science; reflection
Dramatic Play	Role play, storytelling, social understanding, language, imagination, and executive function.	Language; social-emotional; practical life
Sensory	Material properties, fine-motor action, vocabulary, regulation, transformation, and scientific exploration.	Science; language; mathematics; regulation
Outdoor	Nature, gardening, movement, manageable challenge, stewardship, and real-world inquiry.	Physical; science; social studies; well-being

Integration: studio names help organize environments; they do not divide children's learning. A bridge project may belong simultaneously to Construction, Mathematics, Discovery, Literacy, and Creative Studios.

Studio Profiles

Literacy Studio

Communicate, interpret, and create meaning

Core Materials	Possible Investigations	Open Questions
Books and story baskets • Writing and drawing tools • Name and environmental print • Puppets, audio, and multilingual resources	Retell or transform a familiar story • Create signs, plans, labels, or messages • Investigate sounds, names, and meaningful words	What are you trying to communicate? • How could someone else understand your idea?

Mathematics Studio

Notice relationships, quantity, pattern, and structure

Core Materials	Possible Investigations	Open Questions
Loose parts and counters • Numerals and ten frames • Shape and construction materials • Measurement and data tools	Compare collections or strategies • Design and extend patterns • Measure, map, sort, or represent data	How do you know? • What changed — and what stayed the same?

Discovery Studio

Observe, test ideas, and build explanations

Core Materials	Possible Investigations	Open Questions
Natural specimens • Magnifiers and safe tools • Light, water, and material investigations • Documentation tools	Observe change over time • Compare properties and conditions • Predict, test, and revise a theory	What do you notice? • What evidence supports your idea?

Construction Studio

Design, build, test, and revise

Core Materials	Possible Investigations	Open Questions
Blocks and unit materials • Loose parts and connectors • Images, plans, and measuring tools • Safe real tools when appropriate	Solve a structural problem • Build from a plan, story, or community need • Test strength, balance, motion, or capacity	What is your plan? • What could you change after testing?

Creative Studio

Represent ideas, feelings, and experience

Core Materials	Possible Investigations	Open Questions
Drawing and painting media • Clay, collage, and fibers • Music and movement resources • Natural and recycled materials	Explore a material before defining a product • Represent an observation or theory • Create, revisit, and discuss artistic choices	What are you discovering about the material? • What choice matters to you?

Dramatic Play Studio

Imagine, negotiate, and explore social worlds

Core Materials	Possible Investigations	Open Questions
Open-ended props and fabrics • Writing and number materials • Culturally relevant household/community tools • Puppets and small-world resources	Develop roles and shared scenarios • Represent family and community experiences • Solve problems within sustained play	What is happening in your story? • How will the players decide together?

Sensory Studio

Investigate material properties through embodied experience

Core Materials	Possible Investigations	Open Questions
Sand, water, or alternative media • Scoops, funnels, sieves, and containers • Natural materials and safe additives • Adaptive tools and sensory supports	Fill, transfer, compare, and transform • Investigate flow, texture, volume, or mixture • Develop descriptive language and tool control	What do your senses tell you? • How can you make it move or change?

Outdoor Studio

Connect movement, nature, and authentic inquiry

Core Materials	Possible Investigations	Open Questions
Gardens and living systems • Large-motor and balance resources • Weather and observation tools • Loose natural and building materials	Track weather, growth, or seasonal change • Design movement or construction challenges • Care for living things and shared spaces	What is the environment showing us? • What challenge feels safe and possible?

Planning an Invitation — A Hypothesis About Learning

Planning Field	Question
Purpose	What developmental priority, inquiry, or meaningful problem might this invitation support?
Evidence	What child action, language, strategy, relationship, or representation might reveal learning?

Planning Field	Question
Connection	What current interest, family knowledge, documentation, or prior experience gives this relevance?
Materials	Which few materials offer depth, accessibility, and more than one pathway?
Vocabulary	Which words, symbols, home-language resources, or communication supports increase access?
Educator move	When might I observe, model, question, add knowledge, scaffold, redirect, or step back?
Inclusion	What sensory, physical, linguistic, social, or cognitive barriers should be anticipated?
Safety	What supervision, hygiene, tool teaching, allergy, or hazard control is required?
Reflection	What evidence will determine tomorrow's change?

Small-Group Instruction

Small groups arise from current evidence, developmental priorities, language access, investigation needs, or a useful shared strategy. They are invitations — not fixed ability labels or a rotation that displaces sustained play.

Decision	Guidance
Purpose	Name the specific access, strategy, concept, vocabulary, or safe practice the group supports.
Membership	Use flexible, temporary groupings; children may join through interest, need, shared language, or complementary strengths.
Size	3–5 children, adjusted to age, purpose, regulation, communication, staffing, and safe participation.
Duration	About 10–15 minutes, ending earlier or continuing longer according to engagement and purpose; never requiring passive compliance.
Teaching	Model explicitly, invite response, provide guided practice, and connect quickly back to meaningful studio use.
Other children	Ensure independent studio participation remains safe, purposeful, and adequately supervised.
Follow-up	Observe whether the teaching transfers; revise support rather than repeating a group automatically.

Equity: avoid permanent “high/low” groups, public labels, and disproportionate removal of multilingual learners or children with disabilities from rich inquiry contexts.

Observation & Documentation Within the Studios

Evidence Source	Use
Anecdotal note	Capture objective words, actions, context, materials, interaction, and strategy.
Conversation	Record a brief exchange that reveals theory, vocabulary, reasoning, or perspective.
Work sample	Preserve process, revision, and child explanation — not only a polished product.
Photograph / recording	Document sequence, collaboration, movement, or transformation with required consent and secure handling.
Checklist	Notice broad patterns while pairing the mark with qualitative context.
Portfolio	Curate representative evidence across time, domains, settings, and modes; include child voice.
Learning story	Connect a meaningful episode with interpretation, dispositions, and a responsive next step.

Daily Flow of the Inquiry Studios

Moment	Purpose	Not a Requirement To...
Invite	Prepare a clear, accessible possibility connected to current evidence and inquiry.	
Enter	Children choose, observe, orient, and negotiate participation.	
Investigate	Children play, test, combine, communicate, construct, and revise.	
Observe / teach	Educators document, join strategically, and offer brief individual or small-group support.	
Revisit	Materials, questions, and representations remain available long enough for depth.	
Reflect / share	Children communicate discoveries, challenges, strategies, and new questions.	
Care	Children restore materials, care for the environment, and prepare for continuity.	

Schedule connection: the approved daily schedule includes Work Cycle I (11:30 AM–12:00 PM) and Work Cycle II (3:30–4:30 PM), with inquiry principles also integrated across Creative Expression, Language & Culture, Open-Air Learning, Movement, STEAM, practical-life routines, and reflection.

Assessment Within the Studios

Observe	Interpret	Respond
What the child says, does, creates, attempts, revises, and sustains.	A current strategy, theory, disposition, relationship, or access need.	Retain, remove, or add materials; model; change grouping; offer vocabulary; adapt access; deepen the problem.
Participation across play, routines, studios, outdoor contexts, and small groups.	Patterns and variation across settings — not a fixed trait.	Protect strengths, broaden contexts, and reduce barriers.
Child and family perspectives alongside educator documentation.	Meaning grounded in language, culture, identity, and experience.	Co-construct goals and communicate respectfully.
Growth across time using several evidence sources.	Progress toward meaningful developmental priorities.	Select the next reachable challenge and monitor its effect.

Assessment Safeguards

- Do not rank children or convert studio participation into compliance scores.
- Do not infer inability from limited English, sensory difference, unfamiliarity, or one observation.
- Use screening, referral, evaluation, and individualized plans only through authorized procedures and qualified professionals.
- Share concerns privately, promptly, and with strengths, context, and specific evidence.

Inclusion, Safety & Cultural Responsiveness

Area	Practice
Communication	Offer objects, visuals, gesture, sign, AAC, home language, drawing, movement, and wait time as valid access and expression.
Sensory access	Adjust noise, light, texture, quantity, movement, proximity, and access to calm participation without isolation.
Physical access	Adapt reach, stability, grip, seating, pathways, tools, material size, and participation roles.
Cognitive access	Use modeling, visual sequences, repetition, limited choices, peer support, and graduated complexity while preserving meaningful thinking.
Belonging	Represent names, languages, families, identities, and cultural knowledge accurately and with consent; avoid tokenism and stereotypes.
Safety	Conduct ongoing risk assessment for supervision, choking, allergy, sanitation, water, plants, tools, outdoor conditions, and movement.
Dignity	Protect privacy, bodily autonomy, emotional safety, and the right to decline a specific material or mode while offering another pathway.
Collaboration	Use family insight and specialist recommendations to strengthen participation within the shared learning community.

Productive challenge: the goal is not to eliminate all uncertainty or manageable risk; it is to create supported challenge within current policy, staffing, environment, and individual needs.

Part V — Teacher Weekly Planning System

Planning at Schola International is an intentional, dynamic process that transforms curriculum goals into meaningful experiences responsive to children’s curiosity, languages, cultures, strengths, developmental needs, and interests. Teachers observe, listen, ask questions, and prepare environments that invite children to investigate, explore, create, collaborate, communicate, and construct understanding through inquiry and play.

Effective Planning Clarifies

- What children are expected to learn
- Why the learning is important
- How children may construct understanding
- How teachers will intentionally support and extend learning
- How progress will be documented through authentic assessment

Five Essential Principles

Principle	Meaning
Intentionality	Every experience has a clear developmental purpose.
Inquiry	Children’s curiosity drives meaningful investigation.
Flexibility	Planning evolves as interests and understanding grow.
Relationships	Learning develops through interactions with peers, educators, families, and environments.
Reflection	Observation and documentation continually inform future planning.

Planning prepares meaningful possibilities; it does not predict everything children will do.

From Curriculum to Classroom — The Connected System

Step	System Element	Purpose
1	Schola vision	Defines the educational promise and shared values.
2	Curriculum framework	Identifies developmental competencies, progressions, and outcomes.
3	Inquiry Studios Model	Defines how children learn and how environments and educators support inquiry.
4	Weekly planning	Connects curriculum goals with current interests and developmental evidence.
5	Daily experiences	Brings the plan to life through play, routines, investigation, projects, and interaction.
6	Observation & documentation	Collects authentic evidence through notes, conversations, photographs, and work.

Step	System Element	Purpose
7	Reflection & future planning	Interprets evidence, celebrates growth, identifies next steps, and begins the cycle again.

Continuous cycle: observe → design → facilitate → document → reflect → respond.

The Weekly Planning Process — Ten Purposeful Decisions

#	Decision	Planning Action
1	Review the curriculum	Identify relevant developmental outcomes and learning progressions.
2	Study current evidence	Review observations, family insights, work samples, and emerging interests.
3	Identify the investigation	Select a meaningful inquiry that connects curriculum and children's questions.
4	Write the essential question	Use an open-ended question that can sustain thinking and conversation.
5	Define the big idea	State the enduring understanding children may build.
6	Select priority goals	Choose a manageable set of observable, developmentally appropriate objectives.
7	Prepare Inquiry Studios	Plan open-ended invitations, materials, vocabulary, and teacher prompts.
8	Plan flexible small groups	Target needs or extensions using current evidence.
9	Plan documentation	Decide what evidence to collect, when, and for whom.
10	Reflect and adjust	Analyze learning, identify next steps, and revise future plans.

Weekly Plan Components

Component	Function
Weekly investigation	The central inquiry that gives the week purpose and coherence.
Essential question	An open-ended question that stimulates curiosity, discussion, and further questions.
Big idea	The key understanding children may develop through investigation.
Learning goals	Observable objectives selected from the curriculum framework.
Language resources	Vocabulary, books, songs, home-language connections, and communication supports.
Inquiry Studios	Intentional invitations that support exploration, creativity, collaboration, and problem-solving.
Small groups	Responsive, teacher-facilitated experiences for targeted support or extension.
Observation & documentation	Planned opportunities to gather authentic learning evidence.
Family connection	A respectful, accessible invitation that links home and school learning.
Weekly reflection	Interpretation of evidence that guides the next plan.

Quality check: can another educator understand what children are learning, why it matters, how the environment supports it, and what evidence will show progress?

Weekly Planning Template — Structure

The reusable planning template used for every weekly investigation follows a consistent four-page structure:

Template Page	Contents
Page 1 — Investigation & language	Week/dates, classroom/age group, teacher(s), investigation title, essential question, big idea, priority learning goals, provocation/entry point, key vocabulary, home-language connections, read-aloud books, songs/rhymes, visual/AAC supports.
Page 2 — Inquiry Studios	For each of the 8 studios (Literacy, Mathematics, Discovery, Construction, Creative, Dramatic Play, Sensory, Outdoor): invitation/materials, learning intent, teacher prompts/notes.
Page 3 — Small groups & evidence	Flexible small-group plan (group, focus skill, children, materials/supports, evidence) and an evidence collection plan across language/literacy, mathematics, social-emotional, executive function, physical development, and inquiry/creativity.
Page 4 — Family connection & reflection	Family invitation/message and access/translation support, plus a structured weekly reflection: what children discovered, what generated sustained curiosity, what strategies or misconceptions appeared, which goals show progress, who needs support or extension, what evidence was collected, and what new questions should shape next week.

Studio design: prepare the environment and possibilities — not a required product or identical outcome. Privacy & dignity: collect only necessary evidence; follow school consent, confidentiality, storage, and sharing procedures.

Flexible Small-Group Instruction

Small groups provide intentional support or extension while preserving the child-led nature of the Inquiry Studios. Membership changes according to current evidence; children do not rotate through identical lessons simply for completion.

- Use small groups when a skill or strategy would benefit from focused modeling and practice.
- Use small groups when a child or group is ready for an extension or new level of complexity.
- Use small groups when language or communication support will improve participation.
- Use small groups when a misconception or persistent challenge needs responsive investigation.
- Use small groups when a shared interest can support productive collaboration.

Parameter	Guidance
Typical group size	3–5 children; adapt to purpose and learner needs.
Typical duration	About 10–15 minutes; end sooner when engagement or purpose fades.
Grouping basis	Observations, assessment evidence, interests, language development, current inquiry, strengths, and emerging needs.
Documentation	Record the focus, relevant support, observed strategy or evidence, and next step.

Equity check: do not use groups as permanent ability labels. Ensure every child retains access to rich inquiry, peer collaboration, and high expectations.

Observation, Documentation & Reflection

Observe to Understand

- What is the child learning or trying to understand?
- How is the child thinking, communicating, or approaching the problem?
- What strategies, dispositions, languages, and relationships are visible?
- What interests, strengths, needs, or misconceptions are emerging?
- What experience, material, prompt, or change might support the next step?

Possible Evidence

Method	Best Used For
Anecdotal note	A brief, objective record of words, actions, context, and interpretation.
Conversation sample	Language, reasoning, theories, questions, and social interaction.
Work sample	Representation, process, strategy, revision, and growth over time.
Photograph / video	Action, construction, collaboration, movement, or a sequence — subject to consent.
Learning story	A richer narrative connecting observed learning, interpretation, and next steps.
Portfolio / checklist	Patterns across time or efficient tracking alongside qualitative evidence.

Reflect to respond: reflection converts evidence into decisions — what to sustain, extend, simplify, revisit, remove, or investigate next. It is the end of one plan and the beginning of the next.

Worked Example: “Welcome to Schola” — Early Preschool, Age 3, Week 1

Field	Detail
Dates	August 17–21, 2026
Investigation	Welcome to Schola
Essential question	Who am I, and how do we become part of our classroom community?
Big idea	Children develop belonging by exploring themselves, their classmates, the classroom, and the routines that create a safe, caring learning community.
Priority goals	Belonging and relationships; oral language; self-identity; classroom routines; executive function.
Provocation	Family photographs, mirrors, name cards, meaningful classroom objects, and a welcome basket.

Inquiry Studios & Flexible Small Groups

Studio	Invitation	Learning Intent
Literacy	Name cards, alphabet materials, and class-photo book	Recognize own name; tell or dictate a personal story
Mathematics	Count and sort classroom objects	One-to-one correspondence; sorting by attribute
Discovery	Explore classroom tools with magnifiers	Observe, compare, and use materials safely
Construction	Build our classroom with blocks and photos	Spatial language, planning, and collaboration
Creative	Open-ended self-portrait materials	Identity, representation, and fine-motor control
Dramatic Play	Classroom routines and welcome center	Oral language, social roles, and routine knowledge
Sensory	Find and form name letters in sensory material	Fine-motor coordination and letter awareness
Outdoor	Playground exploration and community games	Safety, movement, and belonging

Group	Focus	Materials	Evidence
A	Recognizing own name	Name cards, letters, board	Recognizes name; notices first letter
B	Introductions & oral language	Mirrors, photos, emotion cards	Communicates identity, ideas, or feelings
C	Routines & self-regulation	Visual schedule, routine cards	Anticipates, follows, or explains routines

Sample Reflection

- What worked well? Family photographs supported conversation and helped children connect with classmates.
- What surprised us? Several children used the Dramatic Play Studio to rehearse routines and support peers.
- What evidence was collected? Notes, photographs, work samples, and conversation records related to belonging, language, routines, and name recognition.
- What continues next week? Strengthen routines, expand oral-language opportunities, and support independence in transitions.
- What new question emerged? Children's interest in classmates and families suggests a transition toward Families and Relationships.

Part VI — Assessment System

Assessment purposes: understand each child’s strengths, strategies, interests, participation, and growth; identify supports and extensions; evaluate curriculum and teaching decisions; communicate respectfully with children, families, and relevant professionals; and support continuity across transitions.

Method	Practice
Observation	Record objective details of words, actions, context, interaction, and strategy.
Documentation	Notes, conversations, photographs, recordings, work samples, and learning stories, with appropriate consent.
Checklists	Used as one source for broad patterns; paired with qualitative evidence and context.
Portfolios	Representative evidence curated across domains, time, and settings; includes child voice.
Reflection	Evidence interpreted collaboratively to identify the most useful next step.
Family conferences	Strengths and growth shared; family knowledge heard; support agreed; confidentiality protected.

Assessment is continuous, strengths-based, and culturally and linguistically responsive. It is never used to rank children or replace qualified evaluation.

Part VI — Teaching Practices & Daily Schedule

Core Teaching Practices

Practice	Quality Indicator
Inquiry Studios	Accessible, open-ended invitations tied to priority learning and current questions.
Classroom environment	Organized for safety, autonomy, sustained play, collaboration, and calm transitions.
Daily routines	Arrival, meals, hygiene, rest, care, and dismissal used as relationship and learning contexts.
Projects	Investigations sustained long enough for theories, representation, collaboration, and revision.
Outdoor learning	Daily nature, movement, stewardship, and real-world inquiry when conditions allow.
Small groups	Flexible, evidence-based groups for targeted support or extension; avoids permanent labels.
Direct instruction	Brief modeling or explicit teaching when it provides access, safety, vocabulary, or needed knowledge.
Reflection	Documentation and child voice reviewed to adjust tomorrow's environment and interactions.

Educator Decision Test

- Is the learning purpose clear?
- Does the child have meaningful participation and choice?
- Is the challenge reachable with appropriate support?
- Does the experience respect language, culture, identity, and access needs?
- What evidence will inform the next decision?

Daily Schedule — Full Day, 7:30 AM–5:30 PM

Classroom schedules are flexible samples; educators may adjust timing and sequence for children's ages, needs, access requirements, investigations, and seasonal conditions while preserving health, safety, supervision, rest, movement, relationships, and learning priorities.

Morning Program — 7:30–11:30 AM

Time	Activity	Description
7:30–8:00 AM	Arrival, Greetings & Discovery Centers	A warm welcome and calm, child-led settling that supports smooth transitions, relationship-building, and independent exploration.
8:00–8:30 AM	Creative Expression	Painting, coloring, drawing, playdough, and simple crafts encourage imagination, sensory discovery, and fine-motor development.

Time	Activity	Description
8:30–9:00 AM	Language & Culture	Stories, music, movement, rhymes, and age-appropriate exposure to different languages and traditions build communication and cultural awareness.
9:00–9:30 AM	Practical Life Skills & Morning Snack	Handwashing, serving, eating independently, cleaning up, and communicating with others while enjoying a nutritious snack.
9:30–10:00 AM	Morning Meeting	Greetings, songs, movement, calendar activities, conversation, and an introduction to the day's learning focus.
10:00–10:30 AM	Open-Air Learning & Free Play	Outdoor exploration supports gross-motor development, curiosity, social interaction, imaginative play, and connection with nature.
10:30–11:00 AM	Holistic Movement & Gym Time	Coordination, balance, confidence, and body awareness through dancing, action songs, obstacle courses, puppets, and active games.
11:00–11:30 AM	STEAM Exploration	Hands-on activities introduce science, technology, engineering, art, and mathematics through building, experimenting, and problem-solving.

Midday & Afternoon Program — 11:30 AM–5:30 PM

Time	Activity	Description
11:30 AM–12:00 PM	Work Cycle I (Montessori-inspired)	Hands-on learning experiences that encourage concentration, independence, early academic skills, and discovery at an appropriate developmental level.
12:00–12:30 PM	Practical Life Skills & Lunch	Lunch together builds independence, healthy eating habits, table manners, conversation skills, and responsibility for belongings.
12:30–12:40 PM	Story Time	Interactive stories, songs, and conversations help children develop listening skills, vocabulary, imagination, comprehension, and confidence.
12:40–2:40 PM	Rest & Nap Time	A peaceful, comforting rest period supports relaxation and healthy growth; quiet activities are available for children who do not sleep.
2:40–3:00 PM	Language Exploration	Read-alouds, songs, rhymes, picture discussions, and playful conversations strengthen vocabulary, oral language, and communication.
3:00–3:30 PM	Afternoon Snack	A healthy snack in a relaxed social setting while practicing independence, conversation, and familiar classroom routines.
3:30–4:30 PM	Work Cycle II (Reggio Emilia-inspired)	Invitations encourage children to express ideas through art, construction, dramatic play, puppetry, sensory experiences, and collaborative projects.
4:30–5:00 PM	Open-Air Learning	Return outdoors for active play, nature exploration, social connection, and a relaxing transition toward the end of the day.

Time	Activity	Description
5:00–5:30 PM	Extended Care & Departure	Calm activities such as books, puzzles, drawing, quiet music, and table games while preparing for a warm and orderly departure.

Part VI — Physical Development Program

Movement supports health, cognition, language, social interaction, self-regulation, confidence, and problem-solving. Physical development is embedded across routines, studios, music, dramatic play, projects, and outdoor learning rather than isolated from the curriculum.

Progression Emphasis by Age

Age Band	Progression Emphasis
18 months–3 years	Walking, running, stopping, and climbing with increasing control • Pushing, pulling, carrying, rolling, throwing, and early jumping • Pincer grasp, stacking, page turning, scribbling, and practical hand use • Simple movement songs, imitation, turn-taking, and safe outdoor exploration.
3–5 years	Changing speed and direction; hopping, galloping, skipping, and coordinated jumping • Throwing, catching, kicking, and combining movement patterns • Scissor, drawing, construction, and tool precision • Cooperative challenges, invented games, balance sequences, and sustained outdoor activity.

Physical Domains

Area	Progression Emphasis
Gross motor	Locomotor and non-locomotor control, strength, endurance, and body awareness.
Fine motor	Hand strength, precision, bilateral coordination, and visual-motor integration.
Balance & coordination	Posture, stability, agility, spatial awareness, and coordinated sequences.
Movement games	Communication, cooperation, creativity, self-regulation, and strategic action.
Outdoor activity	Active play, nature exploration, risk competence, stewardship, and sensory experience.

Safety: experiences must be supervised, developmentally appropriate, and adapted to current health, weather, equipment, licensing, and individual-support requirements.

Weekly Physical Integration Map — Full 36-Week Sequence

Each week's physical integration connects the weekly investigation question to a motor/fine-motor experience, a balance or cooperative game, and an outdoor connection. Adapt by age, access, weather, and inquiry direction. Keep participation cooperative and non-competitive; observe confidence, strategy, coordination, communication, and safe decision-making.

Wk	Weekly Investigation	Motor / Fine-Motor	Balance / Game	Outdoor Connection
1	Who is part of our learning community?	Explore the classroom through walking, crawling, and climbing; build with large blocks and manipulate classroom materials.	Walk along floor pathways and step over obstacles; Follow the Leader.	School exploration walk to discover learning spaces.
2	How do we learn together?	Carry, push, and transport classroom objects safely; sort manipulatives and complete simple puzzles.	Walk while carrying objects without dropping them; Working Together Relay.	Explore outdoor learning areas while following classroom routines.
3	How can we help our learning community?	Push carts, carry books, and organize materials; practical life activities using tongs, containers, and tools.	Balance while transporting classroom objects; Community Helpers Relay.	Playground clean-up and nature care walk.
4	How do our learning spaces help us grow?	Obstacle course through classroom learning centers; build structures using loose parts and blocks.	Cross balance beams and steppingstones; Treasure Hunt Adventure.	Playground exploration and movement stations.
5	How do we belong in our learning community?	Complete cooperative movement circuit; collaborative building challenge.	Partner balance activities; Parachute Cooperation Games.	Cooperative playground challenges.
6	What makes me unique?	Mirror movements and body awareness activities; self-portrait drawing and play dough modeling.	Yoga balance poses inspired by body shapes; Body Parts Simon Says.	Chalk body tracing and outdoor movement exploration.
7	How are we alike and different?	Partner locomotor activities; compare handprints using different materials.	Mirror balance with a partner; Find Someone Who Moves Like You.	Cooperative obstacle course.
8	What makes a family?	Build "homes" using large equipment; construct family houses with blocks.	Carry objects together; Family Relay.	Neighborhood walk.
9	How do families work together?	Cooperative lifting and transporting games; practical life activities.	Walking while balancing household objects; Helping Hands Challenge.	Outdoor pretend family picnic.
10	How do communities help us?	Deliver "mail" around the playground; sorting community helper tools.	Navigate pathways with wheelbarrows or baskets; Community Helpers Tag.	School community walk.
11	Who helps our community?	Running and carrying rescue equipment; fine motor construction of community buildings.	Rescue obstacle course; Firefighter Challenge.	Playground rescue mission.
12	How can we help others?	Cooperative transport challenges; preparing thank-you cards.	Partner balance activities; Helping Hands Relay.	Outdoor service project.
13	What changes do we notice in nature?	Walk, run, and collect natural objects; leaf rubbings and nature sorting.	Walk on natural pathways; Nature Detective Hunt.	Observe seasonal changes during a nature walk.

Wk	Weekly Investigation	Motor / Fine-Motor	Balance / Game	Outdoor Connection
14	How do plants grow?	Digging, carrying soil, and watering; seed planting and transferring soil.	Balance while carrying watering cans; Garden Relay.	Plant seeds in the school garden.
15	What can we discover outdoors?	Climbing, crawling, and exploring; sorting rocks, sticks, and leaves.	Steppingstone challenge; Explorer Adventure.	Outdoor exploration with magnifying glasses.
16	How can we investigate nature?	Obstacle course through “forest stations”; nature journals and leaf tracing.	Log walk and balance trail; Forest Explorer Mission.	Outdoor scientific investigation.
17	How can kindness help others?	Cooperative carrying activities; friendship bracelet or collage.	Partner balance activities; Kindness Relay.	Outdoor cooperative challenges.
18	What does teamwork look like?	Team obstacle course; build together using loose parts.	Balance while working with a partner; Team Builders Challenge.	Cooperative playground games.

Wk	Weekly Investigation	Motor / Fine-Motor	Balance / Game	Outdoor Connection
19	How can we solve problems together?	Moving objects through obstacle paths; construction challenge with blocks.	Team balance circuit; Rescue Mission.	Outdoor engineering challenge.
20	How do we celebrate together?	Dancing and rhythm activities; holiday crafts and decorations.	Rhythm and movement patterns; Musical Freeze Celebration.	Outdoor celebration games.
21	What can we discover through science?	Push, pull, and investigate movement; magnets and manipulatives.	Rolling and catching activities; Scientist Challenge.	Outdoor science stations.
22	What happens when we experiment?	Throwing, rolling, and testing movement; pipettes, tweezers, and water transfer.	Balance while carrying experiment materials; Prediction Relay.	Water exploration outdoors.
23	How do we observe and record?	Movement scavenger hunt; drawing observations.	Quiet balance observation challenge; Observation Tag.	Outdoor investigation walk.
24	How can we become little scientists?	STEM obstacle course; build simple investigation tools.	Precision movement challenges; Science Adventure.	Nature investigation stations.
25	How do engineers solve problems?	Build with large construction materials; LEGO and loose parts engineering.	Balance while transporting materials; Construction Relay.	Outdoor building challenge.
26	What makes a strong structure?	Lift, carry, and stack safely; small block engineering.	Balance while building towers; Bridge Builders.	Construct outdoor shelters.
27	How can we improve our designs?	Movement through engineering stations; redesign construction projects.	Stability challenges; Fix-It Challenge.	Outdoor design testing.
28	How do living things grow?	Animal movement patterns; plant journals and drawings.	Flamingo balance challenge; Life Cycle Relay.	Observe plants and insects outdoors.
29	What do plants and animals need?	Carry "food" and "water" to habitats; sorting living and non-living objects.	Nature balance trail; Habitat Rescue.	Habitat exploration walk.
30	How do living things change?	Caterpillar crawl, frog jumps, and butterfly runs; life sequencing cards.	Animal yoga poses; Life Cycle Adventure.	Observe growth in the garden.
31	How can we care for nature?	Collect recyclable materials; recycling sorting activities.	Balance while transporting materials; Recycle Relay.	Playground clean-up project.
32	Why is Earth important?	Planet obstacle course; Earth art using natural materials.	Walking "around the world" balance trail; Save the Planet Game.	Nature stewardship walk.
33	How can we protect our environment?	Cooperative environmental challenges; create recycled art.	Carry recycling bins safely; Eco Team Challenge.	Community clean-up activity.
34	How can we use what we learned?	Complete a multi-skill obstacle course; build an invention prototype.	Team coordination challenges; Innovation Relay.	Outdoor engineering fair.
35	How do we share our ideas?	Demonstrate favorite movement skills; prepare project displays.	Partner movement routines; Movement Showcase.	Outdoor family activity stations.

Wk	Weekly Investigation	Motor / Fine-Motor	Balance / Game	Outdoor Connection
36	How have we grown this year?	Complete the “Schola Adventure Course” combining running, jumping, climbing, balancing, and throwing; portfolio reflection and fine-motor celebration activities.	Final balance and coordination circuit; Schola Olympics (cooperative, non-competitive).	Closing celebration — adapt to school calendar.

Part VII — Inclusion, Differentiation & Family Partnership

Inclusion & Differentiation

Schola's approach holds high expectations with multiple pathways to participation and demonstration of learning.

Area	Responsive Strategies
Individual differences	Adjust complexity, pacing, grouping, materials, roles, adult support, and response mode from observed strengths and needs.
Language support	Home-language resources, visuals, gestures, repetition, peer interaction, wait time, and multiple communication modes.
Visual support	Schedules, first/then sequences, choice boards, labels, photos, demonstrations, and environmental cues.
Sensory support	Adjust noise, light, texture, movement, seating, and transition load; calm-space access without isolating the child.
Physical access	Adapted positioning, pathways, furniture, tools, reach, stabilization, and participation roles.
Family collaboration	Shared observations, family priorities heard, consistent supports coordinated, accessible communication.
Specialist partnership	School referral and collaboration procedures followed; recommendations integrated while preserving belonging.

Differentiation Cycle

- Observe participation and barriers.
- Define the learning purpose that should remain intellectually meaningful.
- Select an access, engagement, or expression support.
- Document the effect — not merely the provision.
- Retain, revise, or remove the support based on evidence and collaboration.

Family Engagement — Reciprocal Partnership for Learning and Well-Being

Area	Commitment
Communication	Predictable, respectful channels; meaningful learning shared rather than activity lists; translation/accessible formats when needed.
Home learning	Optional, low-cost experiences connected to conversation, play, routines, culture, and family knowledge — not homework compliance.
Family events	Inclusive, accessible gatherings with varied times and participation options; avoid assumptions about household structure or resources.

Area	Commitment
Community connections	Walks, visitors, field experiences, and partnerships connect inquiry with real people, places, and expertise.
Conferences	Begin with strengths and family insight; review evidence, supports, and next steps; protect privacy and avoid jargon.
Curriculum co-construction	Families invited to contribute languages, stories, traditions, skills, and questions with consent and cultural care.

Family Partnership Principles

- Families choose how and whether to participate in specific invitations.
- Communication about concerns is private, timely, clear, and strengths-based.
- Cultural knowledge is represented with context and depth — not as costume, food, or festival alone.
- The school remains responsible for equitable access; families are partners, not unpaid curriculum providers.

Part VIII — Texas Regulatory & Standards Alignment

Current Texas Reference Points

Schola's planning is anchored to the current, applicable Texas early-learning reference points below.

Reference Point	How It Is Used
2022 Texas Prekindergarten Guidelines	Planning framework for quality learning experiences for children ages 3–5; implemented beginning 2023–2024. Ten domains, with PK3/PK4 outcomes distinguished where provided.
Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (2013)	Developmental foundation for the 18-month–three-year continuum. Four domains: physical health/motor; social and emotional; language and communication; cognitive development.
Texas Rising Star	Curriculum supports quality measures, including teacher-child interactions, planning, learning environments, assessment, family involvement, and program improvement.
Texas Child Care Regulation Minimum Standards	Health, safety, supervision, staffing, records, and operations are governed by current applicable state requirements.
TEA-Approved Prekindergarten Progress-Monitoring Instruments	For TEA-subject programs, current approved instruments and reporting rules are confirmed separately; Schola's authentic documentation does not substitute for mandated tools.

Texas Framework Architecture

The two governing Texas frameworks serve different age ranges and purposes; Schola's crosswalk keeps them distinct rather than treating their labels as interchangeable.

Framework	Age / Purpose	Official Organization	Use in Schola's Matrix
Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (2013)	Birth through age 3; developmental guidance with age-range supports for caregivers	4 domains: physical health & motor • social & emotional • language & communication • cognitive development	Domain-level connection for Schola's younger developmental pathways
2022 Texas Prekindergarten Guidelines	Ages 3–5; PK3 and PK4 outcomes distinguished where provided	10 domains: I Social-Emotional • II Language/Communication • III Reading • IV Writing • V Mathematics • VI Science • VII Social Studies • VIII Fine Arts • IX Physical • X Technology	Correct official domain references; exact PK3/PK4 outcome mapping reserved for controlled validation

What the Standards Crosswalk Demonstrates

- Schola provides meaningful, observable opportunities connected to the major Texas early-learning domains.
- Annual inquiries, daily routines, play, projects, studios, and documentation generate evidence across domains.

- The crosswalk supports curriculum planning, internal review, and preparation for a more granular standards audit.

What the Crosswalk Does Not Claim

- A domain-level connection is not proof that every individual PK3 or PK4 outcome is fully addressed.
- The 2013 ITELG and 2022 Texas Prekindergarten Guidelines use different age ranges and structures; their labels are not interchangeable codes.
- Before accreditation, licensing, compliance, or public “fully aligned” claims, an authorized reviewer should map each applicable outcome identifier and exact wording to specific Schola evidence.
- Curriculum use alone does not establish Texas Rising Star certification, which also depends on program operations, documentation, staff qualifications, licensing compliance, and verification.

Key correction retained from the reviewed edition: Mathematics is officially domain V and Science is domain VI in the 2022 sequence (not VII and X as in an earlier draft); VII is Social Studies and X is Technology.

Standards Alignment Matrix — Domain-Level Crosswalk, Ages 18 Months–5 Years

Curriculum intent → inquiry connections → observable evidence, presented for all eleven Schola learning domains.

1. Social & Emotional Development

Belonging, regulation, and relationships are foundations for participation, inquiry, and learning.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Self-Awareness	2022 TPG: I Social & Emotional Development ITELG: Social & Emotional Development	Who We Are, Together	Weekly Investigations 6–10; identity projects; self-portraits; family interviews; classroom discussions
Self-Regulation	2022 TPG: I Social & Emotional Development ITELG: Social & Emotional Development	Welcome to Our Learning Community	Daily routines; classroom expectations; collaborative problem-solving; transitions; reflection activities
Relationships with Others	2022 TPG: I Social & Emotional Development ITELG: Social & Emotional Development	All annual inquiries	Cooperative investigations; partner work; dramatic play; collaborative art; inquiry discussions
Social Responsibility	2022 TPG: I Social & Emotional Development ITELG: Social & Emotional Development	Growing Together • Caring for Our Planet • Young Innovators	Classroom responsibilities; community-service projects; environmental stewardship; leadership opportunities

2. Language & Communication

Children develop communication through meaningful conversation, stories, music, play, investigation, and multilingual interaction.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Listening & Auditory Comprehension	2022 TPG: II Emergent Literacy—Language and Communication ITELG: Language and communication	All annual inquiries	Interactive read-alouds; inquiry discussions; following multi-step directions; songs and movement activities; collaborative investigations
Expressive Language	2022 TPG: II Emergent Literacy—Language and Communication ITELG: Language and communication	Who We Are, Together; Growing Together	Classroom discussions; sharing ideas; describing observations; asking and answering questions; daily conversations
Vocabulary Development	2022 TPG: II Emergent Literacy—Language and Communication ITELG: Language and communication	All annual inquiries	Weekly vocabulary; thematic investigations; science explorations; dramatic play; rich oral language experiences

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Conversation & Social Communication	2022 TPG: II Emergent Literacy—Language and Communication ITELG: Language and communication	Welcome to Our Learning Community; all annual inquiries	Turn-taking conversations; collaborative problem-solving; partner work; group discussions; respectful communication
Storytelling & Oral Narratives	2022 TPG: II Emergent Literacy—Language and Communication ITELG: Language and communication	Who We Are, Together; Young Innovators	Story retelling; personal narratives; sequencing events; puppet theater; dramatic play; oral presentations

3. Emergent Literacy

Reading and writing foundations grow through oral language, books, print, sound play, drawing, dictation, and authentic mark-making.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Print Awareness	2022 TPG: III Reading + IV Writing ITELG: Language/comm. + cognitive development	All annual inquiries	Environmental print; classroom labels; shared reading; print-rich learning environments; literacy centers
Concepts of Print	2022 TPG: III Reading + IV Writing ITELG: Language/comm. + cognitive development	Welcome to Our Learning Community; Who We Are, Together	Book handling; directionality; recognizing titles and authors; understanding that print carries meaning
Phonological Awareness	2022 TPG: III Reading + IV Writing ITELG: Language/comm. + cognitive development	All annual inquiries	Nursery rhymes; songs; syllable games; rhyming activities; sound discrimination; oral language games
Phonemic Awareness	2022 TPG: III Reading + IV Writing ITELG: Language/comm. + cognitive development	Growing Together; Young Innovators	Beginning sounds; segmenting and blending sounds; alliteration; sound manipulation through playful experiences
Alphabet Knowledge	2022 TPG: III Reading + IV Writing ITELG: Language/comm. + cognitive development	All annual inquiries	Letter recognition; letter-sound correspondence; alphabet games; name exploration; multisensory literacy activities
Emergent Writing	2022 TPG: III Reading + IV Writing ITELG: Language/comm. + cognitive development	Who We Are, Together; Young Innovators	Drawing and dictation; journal writing; labeling; writing during investigations; authentic writing opportunities
Reading Comprehension	2022 TPG: III Reading + IV Writing ITELG: Language/comm. + cognitive development	All annual inquiries	Interactive read-alouds; predicting; retelling; questioning; making connections; discussing texts

4. Mathematics

Mathematical understanding develops through materials, patterns, quantities, spatial problems, measurement, data, and explanation.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Number Sense	2022 TPG: V Mathematics ITELG: Cognitive development	All annual inquiries	Counting collections; one-to-one correspondence; number recognition; comparing quantities; subitizing; daily routines and games
Operations	2022 TPG: V Mathematics ITELG: Cognitive development	Young Innovators; Growing Together	Combining and separating small sets; story problems; counting-on; sharing materials; explaining strategies with objects and drawings
Geometry	2022 TPG: V Mathematics ITELG: Cognitive development	Little Engineers	Identifying and describing two- and three-dimensional shapes; shape hunts; construction activities; block play
Spatial Awareness	2022 TPG: V Mathematics ITELG: Cognitive development	Little Engineers; Nature Detectives; Caring for Our Planet	Positional vocabulary; mapping; puzzles; obstacle courses; building structures; navigation activities
Measurement	2022 TPG: V Mathematics ITELG: Cognitive development	Nature Detectives; Growing and Changing	Comparing length, weight, capacity, and time; using non-standard measurement tools; recording observations
Patterns	2022 TPG: V Mathematics ITELG: Cognitive development	All annual inquiries	Creating, extending, and describing patterns using objects, sounds, movement, colors, and natural materials
Data Collection & Representation	2022 TPG: V Mathematics ITELG: Cognitive development	Little Scientists at Work; Caring for Our Planet	Surveys; sorting and classifying; graphing classroom data; interpreting simple charts; recording investigation results
Mathematical Reasoning	2022 TPG: V Mathematics ITELG: Cognitive development	All annual inquiries	Asking mathematical questions; making predictions; explaining thinking; comparing strategies; problem-solving through inquiry

5. Science & Inquiry

Children observe, question, predict, investigate, design, document, and revise ideas about the natural and physical world.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Scientific Inquiry	2022 TPG: VI Science ITELG: Cognitive development	All annual inquiries	Asking questions; making predictions; planning investigations; testing ideas; reflecting on discoveries; communicating findings
Observation & Investigation	2022 TPG: VI Science ITELG: Cognitive development	Nature Detectives; Little Scientists at Work	Using the five senses; observing changes; comparing objects; recording observations; documenting discoveries
Living Things	2022 TPG: VI Science ITELG: Cognitive development	Nature Detectives; Growing and Changing	Exploring plants and animals; life cycles; habitats; caring for living things; nature journals
Earth & Environment	2022 TPG: VI Science ITELG: Cognitive development	Caring for Our Planet	Natural resources; landforms; environmental stewardship; recycling; conservation projects; outdoor investigations
Weather & Seasons	2022 TPG: VI Science ITELG: Cognitive development	Nature Detectives	Daily weather observations; seasonal changes; weather journals; comparing environmental conditions
Physical Science	2022 TPG: VI Science ITELG: Cognitive development	Little Engineers; Young Innovators	Exploring force and motion; light and shadows; magnets; water investigations; properties of materials
Engineering & Design Thinking	2022 TPG: VI Science ITELG: Cognitive development	Little Engineers; Young Innovators	Designing solutions; building prototypes; testing and improving models; collaborative engineering challenges; using the engineering design process

6. Social Studies

Children build identity, belonging, and understanding of families, communities, culture, place, time, and responsibility.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Self & Family	2022 TPG: VII Social Studies ITELG: Social/emotional + cognitive development	Who We Are, Together	Family interviews; identity projects; family traditions; creating family trees; sharing personal experiences
Community	2022 TPG: VII Social Studies ITELG: Social/emotional + cognitive development	Welcome to Our Learning Community; Who We Are, Together	Exploring community roles; neighborhood walks; guest speakers; collaborative service projects; classroom and community responsibilities

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Culture & Diversity	2022 TPG: VII Social Studies ITELG: Social/emotional + cognitive development	Celebrations Around the World	Exploring cultural traditions; multicultural literature; music and art from different cultures; family heritage projects; respectful discussions about diversity
Geography	2022 TPG: VII Social Studies ITELG: Social/emotional + cognitive development	Who We Are, Together; Nature Detectives	Maps and globes; locating places; understanding environments; spatial exploration; comparing places and communities
Traditions & Celebrations	2022 TPG: VII Social Studies ITELG: Social/emotional + cognitive development	Celebrations Around the World; Growing Together	Exploring holidays and traditions; family celebrations; classroom cultural events; comparing customs across cultures
Citizenship & Responsibility	2022 TPG: VII Social Studies ITELG: Social/emotional + cognitive development	All annual inquiries	Classroom responsibilities; collaborative decision-making; respecting rules; caring for shared spaces; demonstrating kindness, empathy, and responsible citizenship

7. Physical Development

Movement and motor competence support health, autonomy, regulation, confidence, and access to learning.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Gross Motor Development	2022 TPG: IX Physical Development ITELG: Physical health and motor development	Nature Detectives; Caring for Our Planet; Growing Together	Running; jumping; climbing; throwing; catching; hopping; locomotor games; obstacle courses
Fine Motor Development	2022 TPG: IX Physical Development ITELG: Physical health and motor development	All annual inquiries	Cutting; drawing; painting; building; manipulating small objects; writing readiness; using classroom tools
Balance	2022 TPG: IX Physical Development ITELG: Physical health and motor development	Nature Detectives; Caring for Our Planet	Balance beams; single-leg activities; yoga poses; dynamic balance games; movement challenges
Coordination	2022 TPG: IX Physical Development ITELG: Physical health and motor development	Growing Together; Little Engineers	Throwing and catching; kicking; rhythm activities; coordinated movement sequences; cooperative games

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Bilateral Integration	2022 TPG: IX Physical Development ITELG: Physical health and motor development	All annual inquiries	Crossing the midline; two-handed tasks; lacing; cutting; construction activities; coordinated manipulation of materials
Body Awareness	2022 TPG: IX Physical Development ITELG: Physical health and motor development	Growing Together	Identifying body parts; understanding body movement; personal space; movement exploration; mindfulness through movement
Outdoor Play	2022 TPG: IX Physical Development ITELG: Physical health and motor development	Nature Detectives; Caring for Our Planet	Daily outdoor learning; nature walks; exploration; free play; physical challenges; environmental interaction
Movement, Fitness & Active Play	2022 TPG: IX Physical Development ITELG: Physical health and motor development	All annual inquiries	Cooperative games; music and movement; relay activities; dance; imaginative movement; active transitions

8. Creative Arts

Children communicate and create through visual art, music, movement, dance, drama, and imaginative representation.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Visual Arts	2022 TPG: VIII Fine Arts ITELG: Cognitive, language, social-emotional + motor development	All annual inquiries	Drawing; painting; sculpture; collage; open-ended art experiences; exploring a variety of artistic materials and techniques
Music	2022 TPG: VIII Fine Arts ITELG: Cognitive, language, social-emotional + motor development	Celebrations Around the World; all annual inquiries	Singing; rhythm exploration; musical instruments; listening activities; musical storytelling; cultural music experiences
Dance & Movement	2022 TPG: VIII Fine Arts ITELG: Cognitive, language, social-emotional + motor development	Growing Together; Celebrations Around the World	Creative movement; dance exploration; rhythm and body movement; movement interpretation; expressive dance activities
Dramatic Play	2022 TPG: VIII Fine Arts ITELG: Cognitive, language, social-emotional + motor development	All annual inquiries; role-play and storytelling contexts	Role play; puppetry; story reenactment; invented scenarios; collaborative planning; use of props, movement, and dialogue

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Creative Expression & Innovation	2022 TPG: VIII Fine Arts ITELG: Cognitive, language, social-emotional + motor development	All annual inquiries	Expressing ideas through multiple artistic media; creating original works; experimenting with materials; making creative choices; collaborating on artistic projects; reflecting on the creative process

9. Outdoor Learning

Outdoor environments support inquiry, movement, collaboration, manageable challenge, and environmental stewardship.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Nature Exploration	Integrated across TPG VI, VII, IX Integrated across all four ITELG domains	Nature Detectives; Caring for Our Planet	Nature walks; observing plants and animals; collecting natural materials; exploring habitats; sensory exploration
Environmental Awareness	Integrated across TPG VI, VII, IX Integrated across all four ITELG domains	Caring for Our Planet	Recycling projects; conservation activities; caring for gardens; discussing sustainability; respecting living things
Risk Assessment, Resilience & Confidence	Integrated across TPG VI, VII, IX Integrated across all four ITELG domains	Nature Detectives; Caring for Our Planet	Evaluating challenges; making safe decisions; climbing and balancing appropriately; persisting through difficulties; developing confidence and independence during outdoor exploration
Outdoor Investigation	Integrated across TPG VI, VII, IX Integrated across all four ITELG domains	Nature Detectives; Little Scientists at Work	Conducting experiments outdoors; observing seasonal changes; collecting data; documenting discoveries; asking scientific questions
Outdoor Collaboration	Integrated across TPG VI, VII, IX Integrated across all four ITELG domains	All annual inquiries	Cooperative exploration; collaborative problem-solving; outdoor group investigations; building together; shared discoveries

10. Practical Life & Executive Function

Authentic routines and responsibilities build autonomy, planning, persistence, flexible thinking, and contribution.

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Independence	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	Welcome to Our Learning Community; all annual inquiries	Making choices; completing tasks independently; managing materials; initiating learning experiences; demonstrating self-confidence
Responsibility	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	Growing Together	Caring for classroom materials; following routines; fulfilling classroom jobs; contributing to the learning community
Practical Life	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	All annual inquiries	Pouring; sorting; organizing materials; cleaning; preparing learning spaces; using real-life tools safely and purposefully
Problem Solving	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	Young Innovators; Little Engineers	Identifying challenges; testing solutions; reflecting on outcomes; collaborative problem-solving; applying critical thinking
Decision Making	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	All annual inquiries	Choosing materials; selecting strategies; making responsible decisions; evaluating alternatives; reflecting on choices
Planning & Organization	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	Young Innovators	Planning investigations; organizing materials; sequencing tasks; setting goals; completing projects
Self-Regulation & Persistence	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	All annual inquiries	Managing emotions during challenges; maintaining attention; completing tasks; adapting strategies; demonstrating perseverance during investigations and daily routines
Self-Care	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	Growing Together	Handwashing; dressing independently; healthy eating habits; personal hygiene; managing personal belongings
Cooking Experiences	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	Growing and Changing; Celebrations Around the World	Preparing simple recipes; measuring ingredients; following sequential steps; practicing kitchen safety; exploring foods from different cultures
Gardening	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	Nature Detectives; Caring for Our Planet	Planting seeds; caring for gardens; observing plant growth; composting; understanding sustainability and responsibility

Schola Competency	Texas Framework Connection	Schola Curriculum Connection	Observable Evidence
Classroom Responsibilities	Integrated across TPG I, II, V, VI, IX Integrated across all four ITELG domains	Welcome to Our Learning Community	Classroom jobs; organizing learning spaces; caring for shared materials; supporting classmates; contributing to daily classroom routines

Domain connections are reviewed against the official framework architecture. Exact PK3/PK4 outcome identifiers and ITELG age-band indicators remain pending controlled, line-by-line validation — the required next step identified in Part IX.

Part IX — Implementation, Governance & Quality Assurance

The curriculum is implemented through a layered system that turns the framework into a living practice.

Implementation Layer	Role
Annual curriculum map	Defines inquiry arc, essential questions, celebrations, and possible field experiences.
Annual learning journey	Communicates the developmental progression from belonging to contribution.
Teacher planning guide	Provides the weekly cycle, templates, studio guidance, and documentation process.
Classroom plans	Specify current goals, invitations, vocabulary, small groups, evidence, and family connection.
Professional learning	Builds shared practice in observation, multilingual support, inclusion, inquiry, and documentation.
Program review	Uses evidence from children, families, educators, and operations to refine the framework annually.

Review & Quality-Assurance Cadence

Cadence	Team Action
Daily	Prepare purposeful materials; review safety and access; observe participation; restore continuity for tomorrow.
Weekly	Review documentation; select priorities; adjust studios; plan flexible groups; identify family or specialist connections.
Inquiry cycle	Track questions, theories, representations, vocabulary, strategies, and transfer across studios.
Monthly	Audit material quality, cultural representation, accessibility, traffic, noise, engagement, and neglected spaces.
Quarterly	Conduct peer observation and collaborative review using quality indicators.
Annually	Review the model with curriculum evidence, family/educator feedback, operational requirements, and approved governance.

Quality Indicators

- Children experience agency, belonging, sustained engagement, and multiple entry points.
- Educators can explain purpose, evidence, and next decisions without scripting outcomes.
- Studios visibly connect to current questions, developmental priorities, and children’s lives.
- Materials invite combination, complexity, representation, and revision.
- Small groups increase access or depth and do not create fixed labels.
- Documentation changes planning and includes child perspective.
- Safety, consent, privacy, and inclusion are active practices — not assumptions.

Formal Alignment Protocol

- Use current official Texas source documents and record edition/date.
- Map each Schola outcome to the precise guideline identifier and wording without changing its meaning.
- Identify gaps, partial alignments, and Schola-specific enhancements.
- Review the matrix with qualified curriculum leadership and retain approval history.
- Update the framework only through version-controlled governance.

Governance & Required Next Steps

Consolidated from the review findings across the four source guides: the curriculum shows broad, credible connections across Texas early-learning domains through integrated inquiry, routines, play, projects, movement, and documentation. Before external compliance or accreditation use, the school should complete the following controlled deliverables:

- An outcome-by-outcome PK3/PK4 and age-band ITELG appendix using exact official wording, applicability, Schola evidence location, status, reviewer, source edition, and approval date.
- Safeguarding and assessment policies.
- A developmental milestone reference for the granular, 70-competency age-banded planning matrix (a teacher-facing appendix to this document).
- Resource and literature lists, approved forms, and a glossary.
- A studio setup checklist, approved material inventories, observation exemplars, invitation-planning form, peer-review rubric, and family communication guide.
- Assignment of a curriculum owner, validation reviewer, version number, approval date, and annual review cycle.

Official Sources Consulted

- Texas Education Agency — 2022 Texas Prekindergarten Guidelines: tea.texas.gov (2022 PKG Comprehensive Guide)
- Children’s Learning Institute at UTHealth Houston — Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: childrenslearninginstitute.org (ITELG)

Publication decision: this consolidated edition is suitable as a reviewed pedagogical, planning, and implementation foundation for state and quality-review presentation. It is not yet a certified line-by-line standards alignment matrix; that remains a separate, controlled deliverable.

Part X — Program Commitment

“We nurture curious, capable and caring learners by creating environments where exploration becomes understanding, play becomes learning, and everyday experience becomes an opportunity for knowledge, character, creativity, relationship, and independence.”

This consolidated edition brings together the Family Guide, Teacher Planning Guide, State & Quality Review Guide, and Curriculum Framework into one coherent, non-repetitive reference — organized so that families, educators, school leadership, and Texas state and quality reviewers can each find what they need without duplication.

Prepared from: Schola International Comprehensive Curriculum Handbook (Reviewed Working Edition, 2026–2027).