

# WHO WE ARE University School FIRST GRADE



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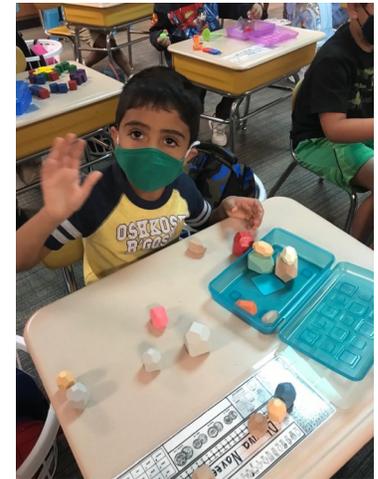
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Central Idea: **People's choices affect communities.**

Lines of inquiry. An inquiry into...

1. **the importance of rules and symbols in communities (causation)**
2. **consequences of choices (reflection)**
3. **how healthy habits help a community (responsibility)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Causation: Why is it as it is? Responsibility: What are our obligations?	Symbols Community Behavior Choices Consequences	Inquirers Knowledgeable	Thinking skills Self-management skills



## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Community members, community responsibilities, jobs

**Science:** Healthy habits

**Math:** Numbers in our lives and number sense: birthdates, heights, hours of sleep, problem solving

**Language Arts:** Daily oral Language, drawing pictures with captions, writing sentences, Junior Great Books, readalouds

**Art:** Symbolism and sharing your visual voice

**Library:** "Yesses" and "noes" in literature

**Music:** Healthy vocal habits (whisper, speak, shout, sing); working together to make music

**PE:** Collaborative games and following rules of tagging games. Working as a team to move and make shapes with a parachute.

**Spanish:** Body and food vocabulary, Mexican flag symbolism

**Social Justice:** Action > empathy, responsibility, respect, decision-making. Identity > the many facets of a person beyond appearance

# WHERE WE ARE IN PLACE AND TIME University School FIRST GRADE



1

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives.

Central Idea: **People and places change over time.**

Lines of inquiry. An inquiry into...

1. **maps and their uses (form)**
2. **how timelines connect us to history (connection)**
3. **how people's lives and places change over time (change)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Form: What is it like? Change: How is it transforming? Connection: How is it linked to another thing?	History Models Change / Continuity	Knowledgeable Thinkers	Communication skills Research skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** mapping, place in space, timelines, differences and change in communities

**Science:** coding, examining changes to and impact of technology over time

**Math:** geometry, telling time, chronology, calendar skills, comparing numbers

**Language Arts:** descriptive writing, personal narrative writing

**Art:** Growth and deterioration; maps

**Library:** The history of school; maps of real and imaginary places; mapping the library

**Music:** Iconic notation as a musical “map,” musicians who change over time (Tito Puente book)

**PE:** Staying on ‘the track’ for warmups. Hiking trail maps .

**Spanish:** Maps of Spanish speaking countries, map/directional vocabulary, Hispanic Heritage Month

**Social Justice:** Respectful engagement with all people; curiosity about the lived experiences of others



# HOW WE EXPRESS OURSELVES University School FIRST GRADE



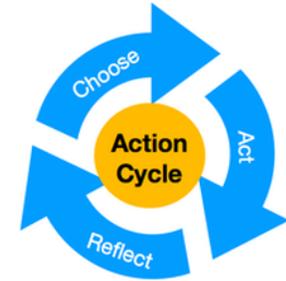
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An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea: **Traditions develop from cultural customs.**

Lines of inquiry. An inquiry into...

1. **perspective on traditions (perspective)**
2. **similarities and differences of celebrations (connection)**
3. **how beliefs are communicated through folktales (connection)**



Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Connection: How is it linked to other things? Perspective: What are the points of view?	Culture Celebration Identity	Communicator Principled	Thinking skills Social skills Communication skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Cultural similarities and differences, traditions, folklore

**Science:** STEM challenges, hypothesizing, how discoveries bring new understanding

**Math and Problem Solving:** Counting, calculations, addition, calendar skills, data collection, charting

**Language Arts:** Personal narrative, biography, literature connections

**Art:** How life experiences influences the ways people make art

**Library:** World wide folklore and life celebrations: losing a tooth around the world, birthdays around the world

**Music:** Folk songs, singing games, musical traditions and celebrations around the world

**PE:** National Anthem before games, handshakes after, first pitch, Indy 500 traditions, college football, 'Play Like A Champion.'

**Spanish:** Mexcian celebrations of El Dí a de los Muertos and Las Posadas

**Social Justice:** Cultural identities and traits; healthy self-esteem; learning from each other's experiences and traditions



# HOW THE WORLD WORKS University School FIRST GRADE



1

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Central Idea: **Humans interact with the physical world.**

Lines of inquiry. An inquiry into...

- 1. observation of the physical world (form)**
- 2. how sound and light are used (function)**
- 3. the transformation of natural resources (change)**

<b>Key Concepts:</b>	<b>Related Concepts:</b>	<b>Learner Profile:</b>	<b>Approaches to Learning:</b>
Form: What is it like? Function: How does it work? Change: How is it transforming?	Classification Resources Materials	Risk-takers Balanced	Thinking skills Communication skills Research skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Geographic conditions' impact on community; natural resources

**Science:** How sound and light are used in communication; the properties and uses of rocks and earth materials

**Math and Problem Solving:** Measurement, classification, data labels

**Language Arts:** Writing letters and poetry, Junior Great Books

**Art:** Sculpture techniques, connections, building with a variety of materials

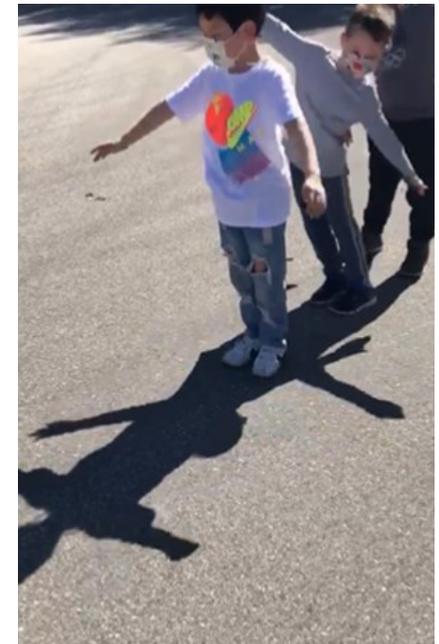
**Library:** Mini-inquiry on unusual houses around the world/local resources

**Music:** Instrument families, sounds and vibrations, materials used to make instruments around the world

**PE:** Sounds and lights at sporting events; home field advantage

**Spanish:** Three Little Tamales book (materials used to build things), shapes in Spanish

**Social Justice:** Fairness > how humans share natural resources



# HOW WE ORGANIZE OURSELVES University School FIRST GRADE



1

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central Idea: **Groups share resources.**

Lines of inquiry. An inquiry into...

1. **needs and wants (connection)**
2. **systems that create goods (function)**
3. **the interdependence of natural resources (responsibility)**

<b>Key Concepts:</b> Connection: How is it linked to another thing? Responsibility: What are our obligations? Function: How does it work?	<b>Related Concepts:</b> Needs and wants Natural resources Goods	<b>Learner Profile:</b> Open-minded Caring	<b>Approaches to Learning:</b> Thinking skills Social Skills Research skills
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## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Economics > Goods and services, needs and wants, producers and consumers; classroom mini-economy

**Science:** Nature's resources, renewable and non-renewable resources

**Math and Problem Solving:** Counting money, building with pattern blocks, story problems

**Language Arts:** Reading, personal narrative writing, informational writing—step by step instructions

**Art:** Making art with natural resources or recyclables, talking about resources used in art: clay, charcoal, art materials from the earth

**Library:** Needs vs wants with The Pigeon, the resources birds use in nest building

**Music:** Musical instruments made from resources, uses/purposes of musical instruments;

**PE:** Sporting goods - balls with rubber bladders, synthetic (oil), sharing equipment resources and gymnasium

**Spanish:** Wool > spinning into yarn and dyeing with natural resources to make aguayos, student decorate or design an picture of an aguayo

**Social Justice:** Justice > fairness. Awareness of the common needs of humans and fair access.



# SHARING THE PLANET University School FIRST GRADE



1

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Central Idea: **Living things have a relationship with their environment.**

Lines of inquiry. An inquiry into...

1. **the connection between living and non-living things (connection)**
2. **needs of plants and animals for survival (form)**
3. **how properties of habitats support life (causation)**



Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Form: What is it like? Connection: How is it linked to another thing? Causation: Why is it as it is?	Habitat Balance Relationships	Balanced Reflective	Thinking skills Self-management skills Research skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Using materials found in environments: living and non-living, maps, regions

**Science:** Scientific observation, habitats, plants, animal adaptations

**Math and Problem Solving:** temperature, measurement, time, data, comparisons of habitats, charts, diagrams

**Language Arts:** Junior Great Books, report writing, story writing

**Art:** Three dimensional construction and perspective. Taking only what you need, leaving what you do not need for others to use.

**Library:** *Terrific*: What would I bring to the island?; inquirers with *The Antlered Ship*

**Music:** Instruments and rhythms from island cultures; music/nature connections (ex. Vivaldi's *Four Seasons*; book: *The Listening Walk*; animal songs

**PE:** Recreation decisions on the island? How will you stay healthy and strong on the island? Turf management in sports. Public use parks

**Spanish:** Animal sounds in Spanish, plants in Spanish (parts/needs of plants), islands in the Spanish speaking world

**Social Justice:** Identity: The Pieces of Me, self esteem. Diversity: Diversity is necessary to ecosystems.

