

WHO WE ARE University School SIXTH GRADE

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.

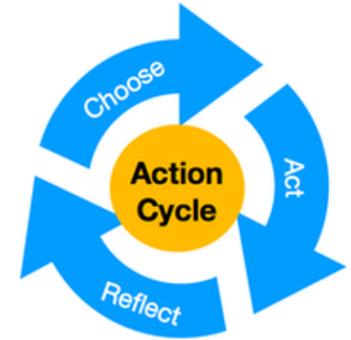


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Central Idea: **Developing an awareness and understanding of inequity empowers us to act.**

Lines of inquiry. An inquiry into...

1. identifying real life issues (causation)
2. investigating real life issues (perspective)
3. offering suggestions to real life issues (change)



<p>Key Concepts: Causation: Why is it as it is? Perspective: What are the points of view? Change: How is it transforming?</p>	<p>Related Concepts: Sustainability Passion Action Agency</p>	<p>Learner Profile: Caring Communicator Open-minded</p>	<p>Approaches to Learning: Communication skills Research skills</p>
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THE EXHIBITION

As a culmination to their learning journey at University School, the sixth grade Exhibition gives students an opportunity to inquire into a self-chosen issue. Students take responsibility for their learning while working individually and collaboratively. Students research an issue related to the United Nations' Sustainable Development Goals, and spend much of the year investigating the issue from various perspectives and developing a plan of action related to their issue. They present their knowledge, passion, and ideas to the greater community and reflect on their learning.



WHERE WE ARE IN PLACE AND TIME University School SIXTH GRADE



6

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: **The development of modern societies is related to previous civilizations.**

Lines of inquiry. An inquiry into...

- 1. the impact of geography on cultural centers (causation)**
- 2. how past achievements shape modern society (connection)**
- 3. understanding cultural universals (perspective)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Causation: Why is it as it is? Connection: How is it linked to another thing? Perspective: What are the points of view?	Civilization Structure Influence	Knowledgeable Thinkers Communicators	Social skills Communication skills Research skills

BIG IDEAS AND OTHER CONNECTIONS

Social Studies: Greek city states, forms of government, cultural universals, ancient civilizations

Science: Seasons, moon phases, eclipses, tides, planets

Math: proportion, symmetry, balance, calculating circumference of the earth

Language Arts: Journal entries, research strategies, note-taking, primary and secondary sources, biography, summarizing/ paraphrasing/quoting.

Art: Art over time—the progression of artists' work over time

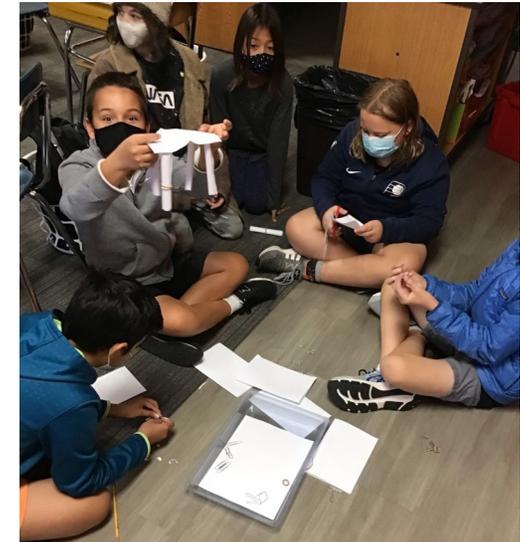
Library: Storytelling with cultural universals

Music: Why do humans make music? Musical styles; how music changes over time and spreads across the globe; Greek music

PE: Early Olympics sports; origins of the messenger race from Marathon to Athens, 25 miles, close to the 26.2 of today's race.

Spanish: Roman/Arabic influence on Spain; Spain's influence in the New World; Pre Columbian civilizations

Social Justice: Diversity in social, cultural, political and historical contexts ; membership in identity groups throughout history



HOW WE EXPRESS OURSELVES University School SIXTH GRADE



6

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: **Adversity has brought about discovery and cultural change.**

Lines of inquiry. An inquiry into...

- 1. how periods of cultural renaissance were influenced by preceding eras (causation)**
- 2. the contribution and impact of individuals within cultural renaissances (perspective)**
- 3. the impact of renaissance cultures on present day (connection)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Causation: Why is it as it is? Perspective: What are the points of view? Connection: How is it linked to other things?	Culture Progress Society Impact	Inquirers Thinkers Communicators	Thinking skills Communication skills Research skills

BIG IDEAS AND OTHER CONNECTIONS

Social Studies: history, cultural change

Science: changes through time, geocentrism/heliocentrism

Math and Problem Solving: Renaissance understandings of mathematics

Language Arts: vocabulary, Shakespeare, biography

Art: Art is used to inform or change beliefs, values, or behavior of an individual or society

Library: The language of Shakespeare

Music: Musical styles; how music and musicians change and evolve over time

PE: Renaissance era games and evolution of leisure time, lawn bowling (bocce).

Spanish: Golden Age, Don Quixote, Sancho Panza game; tú vs. Ud. and its origin in

Social Justice: Traits of culture and multiple identities; curiosity about other cultures and their history; philosophies relevant to social justice in world history

HOW THE WORLD WORKS University School SIXTH GRADE



6

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: **Models provide an understanding of intangible systems.**

Lines of inquiry. An inquiry into...

1. **how readers and authors use structure to increase creativity (form)**
2. **how the behaviors and laws of the natural world can be represented through models (function)**
3. **how we use models to represent changes in social organization over time (change)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Form: What is it like? Function: How does it work? Change: How is it transforming?	Model Systems Energy	Knowledgeable Thinkers Communicators	Thinking skills Communication skills Research skills

BIG IDEAS AND OTHER CONNECTIONS

Social Studies: Civilizations > rise of Rome to feudalism

Science: Mass/weight/density, weather, states of matter, forms of energy, scientific notation

Math and Problem Solving: Formulas, measurement, graphing, converting temperatures

Language Arts: Models in writing, plot structure, character archetypes, structure of poetry and plays

Art: Collaborative models

Library: *If the World Were a Village* unit kickoff; the art of the infographic; Exhibition project structure

Music: Musical elements and formal jazz and improvisation (structure increases creativity); chords/ chord progression; sampling

PE: Health systems (skeletal, circulatory, etc.), procedures and structures to games and sports

Spanish: Verb and other structures; history of the language ties into feudal system; Celebrations - structure and symbols

Social Justice: Recognizing stereotypes and injustice, expressing empathy



HOW WE ORGANIZE OURSELVES University School SIXTH GRADE



6

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: **Humans create systems to manage resources within a global context.**

Lines of inquiry. An inquiry into...

- 1. comparing global standards of living & GDP (connection)**
- 2. ways in which different economic systems address basic economic concepts (function)**
- 3. the effects, both beneficial and harmful, of governmental economic decisions (causation)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Connection: How is it linked to another thing? Function: How does it work? Causation: Why is it as it is?	Economics Systems Currency Standard of Living	Communicators Principled Balanced	Communication skills Self-management skills

BIG IDEAS AND OTHER CONNECTIONS

Social Studies: Economics, geography

Science: Environmental movement

Math and Problem Solving: Comparing values and currencies

Language Arts: Children's literature as social commentary

Art: Artist trading cards

Library: Students suggested inquiry > Can money buy happiness? Articles, discussion, and TED Talk; *Material World*

Music: Global music experiences; Lotus Festival

PE: Professional team trades, sport influence on economy and jobs

Spanish: Comparing global standards of living; Guatemala economy virtual field trip/webquest; Living on One Dollar a Day

Social Justice: Justice > analysis of historic and contemporary bias, how power and privilege influence personal and institutional relationships

SHARING THE PLANET University School SIXTH GRADE



6

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: **Community interactions affect the sustainability of systems.**

Lines of inquiry. An inquiry into...

1. **factors that affect the organization of the world (form)**
2. **how relationships are balanced and maintained (connection)**
3. **how actions and consequences affect sustainability (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?	Biodiversity Organisms Relationships	Caring Balanced Reflective	Communication skills Research skills

BIG IDEAS AND OTHER CONNECTIONS

Social Studies: Fall of Rome, trade routes, spread of religion, rise of kings, feudalism

Science: Populations and ecosystems, classification/animal taxonomy, ecology

Math and Problem Solving: Dichotomous Key with Binary System > flow charts and graphs represent data

Language Arts: Argumentative writing, author's perspective, connotation and denotation, making inferences in nonfiction texts, arguments and claims, analyzing credible/relevant sources; Junior Great Books anthology: *Ecology*

Art: How do life experiences influence the way you relate to art?

Library: Invasive species, biodiversity; ecological footprint

Music: Ensemble experiences (how musicians work together to perform music)

PE: Sports organizations sharing large arena for community space in times of need such as, medical staging, emergency shelter etc.

Spanish: organization of cities with public transportation (metro, AVE); ecosystems through the Spanish speaking world

Social Justice: Identity > cultural identity; Diversity > respectful engagement, building understanding and connection

