

# WHO WE ARE University School KINDERGARTEN



K

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: **Our senses help us learn.**

Lines of inquiry. An inquiry into...

1. **how we can use our senses to learn about ourselves (function)**
2. **using our senses to explore the natural world (form)**
3. **how life is affected when our senses are differently abled (perspective)**



Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Form: What is it like? Function: How does it work? Perspective: What are the points of view?	Senses Exploration Observing Investigation Abilities	Communicators Knowledgeable Risk Takers	Thinking skills Communication skills Research skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Our world

**Science:** The human body, seasons, tree inquiry, weather, STEM projects and Makerspace

**Math and Problem Solving:** Patterns and sorting. comparing

**Language Arts:** We use our sense of senses to identify letters and make their signs and sounds.

**Art:** Finger painting

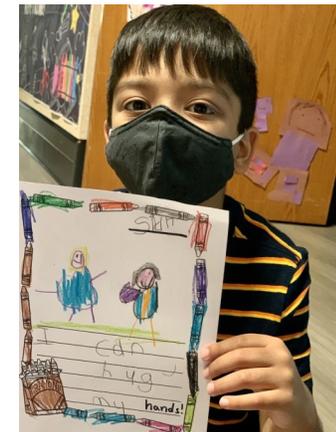
**Library:** Five week unit on senses in picture books

**Music:** We use senses to create rhythms with hands/feet/mouths/instruments

**PE:** We use our senses to balance, dribble, throw, and learn new games

**Spanish:** Parts of the body; use senses to practice (see, hear, say, write new words)

**Social Justice:** Identity > I know that all my group identities are part of me—but that I am always ALL me.



# WHERE WE ARE IN PLACE AND TIME University School KINDERGARTEN



# K

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: **Humans rely on systems for food production.**

Lines of inquiry. An inquiry into...

- 1. where foods come from (connection)**
- 2. systems of food production and distribution (function)**
- 3. important meals, local and global (perspective)**

<b>Key Concepts:</b>	<b>Related Concepts:</b>	<b>Learner Profile:</b>	<b>Approaches to Learning:</b>
Connection: How is it linked to another thing? Function: How does it work? Perspective: What are the points of view?	Growth Systems Celebrations	Inquirers Knowledgeable Thinkers	Thinking skills Communication skills Research skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Celebrations and traditions, buying and selling, mapping, transportation, how foods get to stores

**Science:** Plant life and growth, food groups, STEM activities: gravity, buoyancy, why apples turn brown

**Math:** Counting, graphs, cycles, measurement, reading numbers on labels, timeline of harvests, math in cooking

**Language Arts:** Literature connections, writing recipes

**Art:** Shapes in foods, drawing, shape pizza

**Library:** Multi-week unit on foods; gratitude in books

**Music:** Food songs, inserting foods to make beats

**PE:** Food to market relay, parachute popcorn and pizza

**Spanish:** Food words in Spanish; harvest festivals in Spanish-speaking countries

**Social Justice:** Diversity in a culture's foods; Justice > fairness issues



# HOW WE EXPRESS OURSELVES University School KINDERGARTEN



# K

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: **Experiences and feelings are expressed in many ways.**

Lines of inquiry. An inquiry into...

1. **various outlets of expression (change)**
2. **what inspires artists (perspective)**
3. **what inspires me and how I can express it**



Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Change: How is in transforming? Perspective: What are the points of view?	Creativity Voice Purpose	Open-minded Risk Takers Reflective	Thinking skills Communication skills Self-management skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Expression in various cultures

**Science:** science of sound, creating instruments, blending colors to create new ones

**Math and Problem Solving:** Venn diagram, charts

**Language Arts:** Poetry, author studies, personal narrative, plays

**Art:** Expressing ourselves as artists

**Library:** Looking at one subject through the eyes of various authors

**Music:** Movement to different types of music

**PE:** Students listen to music and move in different ways based on how the music makes them feel.

**Spanish:** Colors words; me gusta/no me gusta

**Social Justice:** Recognizing that my group identities are part of me; and that my friends have group identities, but they are still just themselves.



# HOW THE WORLD WORKS University School KINDERGARTEN



# K

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: **The way materials behave and interact determines how people use them.**

Lines of inquiry. An inquiry into...

- 1. how toys have changed over time (change)**
- 2. materials used to make toys (form)**
- 3. the design and function of toys (function)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Change: How is it transforming? Form: What is it like? Function: How does it work?	Comparison Materials Design	Inquirers Thinkers Reflective	Thinking skills Social skills Self-management skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Geography—toys around the world, Economics—supplies of materials

**Science:** Classifying, sorting, analyzing data, engineering: designing, sketching, modeling, science vocabulary, STEM challenges

**Math and Problem Solving:** Shopping budget for materials, quantities of materials, 3D shapes, sorting, charting, measuring, graphing

**Language Arts:** Writing: how-to, personal narrative, readalouds

**Art:** Make drums or recycled string instrument out of styrofoam

**Library:** How wordless books tell stories : *Float*; *Not-a-Box*

**Music:** Patterns and form in songs; sorting instruments; how instruments are designed to make sounds

**PE:** Comparing balls made out of different materials

**Spanish:** Spanish vocabulary; toys found in various countries; explore the life of a Latino family and observe the toys they play with, use toys to practice the phrases “I like...” and “I don’t like...”; make a traditional toy (maraca, balero, etc.)

**Social Justice:** Identity > families have different ways of doing things; alike and different; sharing



# SHARING THE PLANET University School KINDERGARTEN



# K

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: **Humans share resources and space with animals.**

Lines of inquiry. An inquiry into...

- 1. the needs of various animals (form)**
- 2. characteristics of animals (form and change)**
- 3. how humans can protect animals (responsibility)**



<b>Key Concepts:</b> Form: What is it like? Change: How is it transforming? Responsibility: What are our obligations?	<b>Related Concepts:</b> Classification Relationships	<b>Learner Profile:</b> Inquirers Knowledgeable Caring	<b>Approaches to Learning:</b> Thinking skills Research skills Self-management skills
--	---	---	--

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Our world, mapping, landforms, bodies of water, the things we need

**Science:** Habitats, environments, scientific observation, animal characteristics and movement, STEM habitats

**Math and Problem Solving:** Charting, measuring, Venn diagrams

**Language Arts:** Literacy, reader's theatre, dramatic play, readalouds, research, informational texts, informational writing, research

**Art:** Dioramas, clay, animal necklaces

**Library:** Explore a different habitat each week through stories and animal inquiry

**Music:** Instrumental pieces inspired by animals, animals sounds song, high and low sounds

**PE:** Moving like animals, animal races, herbivore and carnivore game

**Spanish:** Spanish names of animals and the sounds they make

**Social Justice:** Justice > making life better for others, Action > empathy

