

# HOW WE EXPRESS OURSELVES University School KINDERGARTEN



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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: **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 WE EXPRESS OURSELVES University School FIRST GRADE



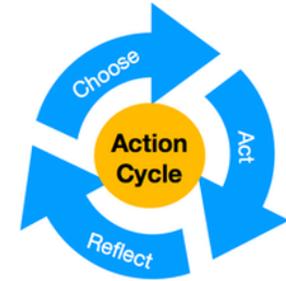
1

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 WE EXPRESS OURSELVES University School SECOND GRADE



2

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: **An understanding of matter helps people to create.**

Lines of inquiry. An inquiry into...

- 1. properties of matter (form)**
- 2. how matter changes (change)**
- 3. reasons we choose the materials we use (function)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Form: What is it like? Change: How is it transforming? Function: How does it work?	Matter Properties	Inquirers Risk-Takers Reflective	Social skills Social skills Self-management skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Community, environment, resources

**Science:** Properties of matter, phases of matter, changes in matter, weather

**Math and Problem Solving:** Measurement, telling time, predictions, shapes, capacity

**Language Arts:** Presentation skills, adjectives, vocabulary, non-fiction text features

**Art:** Material choices, series work-similar content with a variety of materials

**Library:** The art of the picture book: choices of materials help artists to create tone and emotion.

**Music:** Musical form (different sections express different ideas); instrument families (materials affect sound)

**PE:** Properties of sports equipment including different sizes, shapes, and weights

**Spanish:** Materials used in building homes around the world; *Three Little Tamales* book

**Social Justice:** Developing language and knowledge in respectfully describing selves and others





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# **UNDER CONSTRUCTION SUMMER 2022**



# HOW WE EXPRESS OURSELVES University School FOURTH GRADE



4

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: **Human creativity can lead to change.**

Lines of inquiry. An inquiry into...

1. **how an idea is brought to light (function)**
2. **how creativity, the design process, and tries/fails can lead to something new (change)**
3. **how creatives affect society at home and around the world (connection)**

<b>Key Concepts:</b> Connection: How is it linked to another thing? Function: How does it work? Change: How is it transforming?	<b>Related Concepts:</b> Scientific method Technology Invention	<b>Learner Profile:</b> Inquirers Risk Takers Reflective	<b>Approaches to Learning:</b> Social skills Communication skills Self-management skills
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## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Chronology, biography, mapping skills

**Science:** Design process magnetism, STEM Makers' Challenge, electricity, circuits, force, friction, gravity, variables, biomimicry

**Math and Problem Solving:** Calculations, charts and graphs, abstraction, modeling

**Language Arts:** Reading, etymology, readers' theater, realistic fiction writing, writing mini-plays

**Art:** Art processes, specifically work in with each class; schematics

**Library:** Biographies of innovators

**Music:** Book: Guido d'Arezzo- creation of staff & notation. Book: *Ada's Violin* and associated lesson

**PE:** Creation of games, inventors. Biographies of sport inventors. Create our own game in PE class.

**Spanish:** Inventions/innovators from Spanish speaking countries; needs and wants expressed in Spanish

**Social Justice:** Expressing curiosity about history and exchanging ideas in an open-minded way.



# HOW WE EXPRESS OURSELVES University School FIFTH GRADE



5

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: **Throughout time, people have expressed differing beliefs, values, and ideas which have caused change.**

Lines of inquiry. An inquiry into...

- 1. reasons for and against revolution (causation)**
- 2. impact of voice and persuasion (perspective)**
- 3. outcome of revolution (change)**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Causation: Why is it as it is? Change: How is it transforming? Perspective: What are the points of view?	Revolution Persuasion Change	Open-minded Principled Reflective	Thinking skills Communication skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Impact of revolution on society, revolution as expression, economics

**Science:** Inventions are how they often come from a need during times of great change

**Math and Problem Solving:** Timelines

**Language Arts:** Poetry, journaling from an historical point of view

**Art:** Self portraits

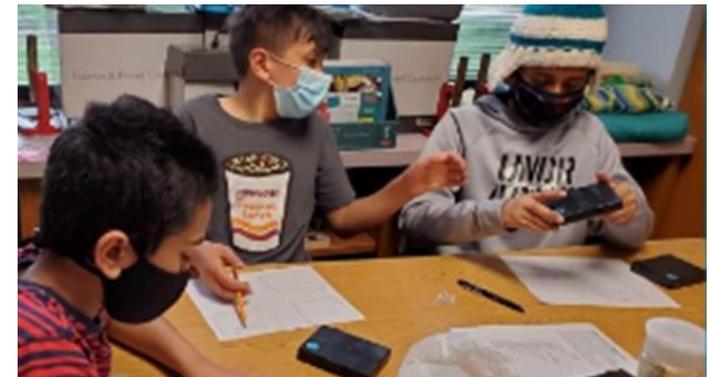
**Library:** Artists and authors who changed literature

**Music:** Exploring the power of songs during times of social change

**PE:** Athletes speaking on social issues and civil rights, expressive dance

**Spanish:** Explore Mexican independence and Cinco de Mayo, the Golden Age in Spain, Latin American revolutions

**Social Justice:** Justice: power and privilege; Action: taking action for justice



# 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)**

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