

# SHARING THE PLANET University School KINDERGARTEN



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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
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## 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



# 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.





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: **The world is made up of cycles that are interdependent.**

Lines of inquiry. An inquiry into...

1. **similarities and differences in various cycles (connection)**
2. **patterns of cycles (change)**
3. **interdependence in nature**

<p><b>Key Concepts:</b>                  Connection: How is it linked to another thing?                  Change: How is it transforming?</p>	<p><b>Related Concepts:</b>                  Cycles                  Patterns                  Interdependence</p>	<p><b>Learner Profile:</b>                  Inquirers                  Communicators                  Reflective</p>	<p><b>Approaches to Learning:</b>                  Thinking skills                  Social skills                  Research skills</p>
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## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Geography, migration

**Science:** Lifecycles, habitats, migration, weather patterns, scientific observation and reporting, STEM: coding and tangrams

**Math and Problem Solving:** Calendar charting and predicting, patterns, lifecycles, measurement, graphing, modeling, diagramming, labeling

**Language Arts:** Writing cycle, writing poetry, creative writing, tree journal, retelling, gathering information and reporting

**Art:** Symmetry. The earth takes things back unless we preserve it. Outdoor work; sculptures

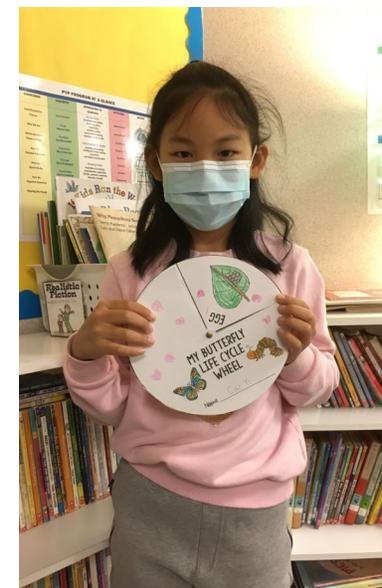
**Library:** Pattern, cumulative, and circular global stories.

**Music:** Musical patterns (rhythm, melody, form); interdependence in musical ensembles

**PE:** Fields of play are often symmetrical in form, sports coinciding with different seasons.

**Spanish:** Vocabulary: calendar vocab, nature, seasons, animals; monarch migration to Mexico

**Social Justice:** Identity > the value of others and human interdependence; Diversity > global connection; Action



# SHARING THE PLANET University School THIRD GRADE



3

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: **Water is shared by all living things.**

Lines of inquiry. An inquiry into...

1. **how water access and quality impacts communities (responsibility)**
2. **the use of water to advance technology (function)**
3. **the power of water (causation)**

**UNDER CONSTRUCTION**  
**Summer 2022**

Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Responsibility: What are our obligations? Function: How does it work? Causation: Why is it as it is?		Thinkers Communicators Open-minded	Thinking skills Social skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** climate, water and geography, natural resources, human made systems , mapping

**Science:** water cycle, weather patterns

**Math and Problem Solving:** measurement, temperature

**Language Arts:**

**Art:** Working with pigment concentration and water

**Library:** How water is represented in text and image

**Music:** Water songs from around the world; book *Water Dance* with musical exploration

**PE:** Water reservoirs and public recreation combinations; swimming and other water sports

**Spanish:**

**Social Justice:** Justice > Fairness and access



# SHARING THE PLANET University School FOURTH GRADE



4

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: **Action and reaction impact conflict.**

Lines of inquiry. An inquiry into...

1. **how differing loyalties and beliefs can create conflict (perspective)**
2. **structures and functions of life (function)**
3. **how living organisms use the natural resources of the planet (responsibility)**



Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Perspective: What are the points of view? Function: How does it work? Responsibility: What are our obligations?	Resources Loyalty Impact Justice Beliefs Prejudice Rights Conflict management	Communicators Reflective Principled	Social skills Communication skills Research skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:**

**Science:**

**Math and Problem Solving:**

**Language Arts:**

**Art:**

**Library:**

**Music:**

**PE:**

**Spanish:**

**Social Justice:**

**UNDER CONSTRUCTION  
SUMMER 2022**

# SHARING THE PLANET University School FIFTH GRADE



5

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: **Individuals and groups of people have made a difference to the world.**

Lines of inquiry. An inquiry into...

1. **motivations for action (connection)**
2. **action creates change (connection)**
3. **kids make a difference (responsibility)**



Key Concepts:	Related Concepts:	Learner Profile:	Approaches to Learning:
Connection: How is it linked to another thing? Responsibility: What are our obligations?	Leadership      Roles Citizenship      Impact	Open-minded Caring Risk-takers	Thinking skills Communication skills Research skills

## BIG IDEAS AND OTHER CONNECTIONS

**Social Studies:** Mapping changemakers in town, country, world; research; make informational posters; primary and secondary resources

**Science:** Continents, map reading and making, climate change and activism

**Math and Problem Solving:** calculating donations, counting money, cost-sourcing and averaging for donations to organizations, graphing, budgeting, timeline, research into how charities spend their donations

**Language Arts:** Evidence based writing, personal narrative writing. Letter writing, using support from text in opinions, conflict in literature

**Art:** Studying the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society

**Library:** Changemakers' biographies

**Music:** Using Our Voice: Why do we sing?; book: *Change Sings!*; Playing for Change videos

**PE:** Athletes using their platform, game inventors, Olympic competition.

**Spanish:** Cinco de Mayo; Latin American Revolutions/Revolutionaries; influential Hispanics (Hispanic Heritage Month)

**Social Justice:** Identity > dignity; Diversity with empathy and connection; Justice and stereotyping; Action and responsibility

# 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)**

<b>Key Concepts:</b> Form: What is it like? Connection: How is it linked to another thing? Causation: Why is it as it is?	<b>Related Concepts:</b> Biodiversity Organisms Relationships	<b>Learner Profile:</b> Caring Balanced Reflective	<b>Approaches to Learning:</b> Communication skills Research skills
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## 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

