



JIES | Jingumae International
Exchange School

Jingumae International Exchange School
Units of Inquiry

Grade 3



| <p>Transdisciplinary Theme</p> | <p>Who we are</p> <p>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.</p> | <p>Where we are in place and time</p> <p>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.</p> | <p>How we express ourselves</p> <p>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</p> | <p>How the world works</p> <p>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.</p> | <p>Sharing the planet</p> <p>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.</p> | <p>How we organize ourselves</p> <p>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.</p> |
|---------------------------------------|--|---|--|---|---|--|
| | <p>Language</p> <p>Students will focus on daily language activities pertaining to conventions of Standard English: Grammar, Usage, Capitalization, Punctuation and Spelling.</p> <ol style="list-style-type: none"> Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Use articles “a,” “an” and “the” with singular countable nouns. Know the difference between proper nouns and common nouns. Know gender specific nouns such as masculine and feminine nouns. Understand collective nouns. Comprehend suitable personal pronouns. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for | <p>Social studies strand(s)</p> <p>Continuity and change through time</p> <p>Human and natural environments</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources <p>The student will be able to:</p> <ul style="list-style-type: none"> Locate on a globe or map his or her place in the world, and its relationship to various other places Use a variety of resources and tools to gather and process information about various regions and different ways of representing the world Explain how people’s perceptions and representations of place have changed over time | <p>Arts- Visual Arts</p> <p>Phase 2</p> <p>We can communicate our ideas, feelings and experiences through our artwork.</p> <p>We solve problems during the creative process by thinking critically and imaginatively. Applying a range of strategies helps us to express ourselves. We are receptive to the value of working individually and collaboratively to create art.</p> <p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> identify, plan and make specific choices of materials, tools and processes sharpen their powers of observation demonstrate control of tools, materials and processes make predictions, experiment, and anticipate possible outcomes combine a variety of formal elements to communicate ideas, feelings and/or experiences identify the stages of their | <p>Science strand(s)</p> <p>Earth and space</p> <p>Science skills</p> <ol style="list-style-type: none"> Observe carefully in order to gather data Use a variety of instruments and tools to measure data accurately Use scientific vocabulary to explain their observations and experiences Identify or generate a question or problem to be explored Plan and carry out systematic investigations manipulating variables a necessary Make and test predictions Interpret and evaluate data gathered in order draw conclusions Consider scientific models and application of these models (including their limitations) <p>The student will be able to:</p> <ul style="list-style-type: none"> identify the long-term and short-term changes on Earth (for example, plate tectonics, erosion, floods, deforestation) describe how natural phenomena shape the planet identify the evidence that the Earth has changed (for | <p>Social studies strand(s)</p> <p>Human and natural environments</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources <p>The student will be able to:</p> <ul style="list-style-type: none"> explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry). <p>Language: Make connections between Conventions of Standard English and Grammar.</p> <ol style="list-style-type: none"> Use apostrophes in contractions and | <p>Social studies strand(s)</p> <p>Human systems and economic activities</p> <p>Social organization and culture</p> <p>Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources <p>The student will be able to:</p> <ul style="list-style-type: none"> explore a variety of signs and symbols and interpret their messages identify the cultural and historical context in which signs and symbols develop describe the impact of communications technology on everyday communication demonstrate how non-verbal communication allows people to transcend language barriers. |



| | | | | | | |
|--|---|---|--|--|--|---|
| | <p>high-frequency words and other studied words.</p> <p>m. Add suffixes to base words.</p> <p>n. Use spelling patterns and generalizations (word families, position based words, syllable patterns, ending rules, and meaningful word parts) in writing words.</p> <p>PSPE Interactions Phase 2 Conceptual understandings. Participation in a group can require group members to take on different roles and responsibilities. There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. Accepting others into a group builds open-mindedness. Relationships require nurturing. Our actions towards others influence their actions towards us. Responsible citizenship involves conservation and preservation of the local environment.</p> <p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • value interacting, playing and learning with others • discuss and set goals for group interactions • cooperate with others • ask questions and express wonderings | <ul style="list-style-type: none"> • Explore the evidence that helps people learn about places and their inhabitants. <p>Language: Use conventions of Standard English with Grammar and Usage.</p> <ol style="list-style-type: none"> Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them to be modified. Use coordinating and subordinating conjunctions. Know reflective, interrogative and possessive pronouns. Apply comparative adjectives to people, places and things. | <p>own and others' creative processes</p> <ul style="list-style-type: none"> • consider their audience when creating artwork. <p>Language: Use conventions of Standard English to Grammar and Usage.</p> <ol style="list-style-type: none"> Use qualifying determiners. Apply "few" with countable nouns and little with uncountable nouns. Find the prepositions of time and place. Find the adverbs of manner. Know the correct present, past and future tense. | <p>example, land formations in local environment)</p> <ul style="list-style-type: none"> • explore scientific and technological developments that help people understand and respond to the changing Earth. • reflect on the explanations from a range of sources as to why the Earth changes. <p>Language: Use conventions of Standard English with Grammar and Usage.</p> <ol style="list-style-type: none"> Use capitalization for geographical names and places. Historical periods. Official titles of people. Spell words with more advanced orthographic patterns and rules. | <p>possessives.</p> <ol style="list-style-type: none"> Apply regular and irregular verbs properly. Edit for success. | <p>Language: Use conventions of Standard English to Grammar and Usage.</p> <ol style="list-style-type: none"> Know how to interpret Modal verbs (that tell us what to do). Use connectors or conjunctions in sentences. |
|--|---|---|--|--|--|---|



| | | | | | | |
|---|--|--|--|---|---|---|
| <p>Central Idea</p> | <p>Social well being changes relationships in the community.</p> | <p>The development of global perspectives is supported through understanding our place in the world in relation to others.</p> | <p>Various visual art forms can be used to affect other people.</p> | <p>Changes in the Earth and its atmosphere impact all living things.</p> | <p>Living things depend on each other to help their life.</p> | <p>Signs and symbols are part of human made systems that help local and global communication.</p> |
| <p>Related Concepts</p> | <ul style="list-style-type: none"> • Behavior • Systems | <ul style="list-style-type: none"> • Context • Location • Orientation | <ul style="list-style-type: none"> • Communication • Opinion • Impact | <ul style="list-style-type: none"> • Patterns • Cycles • Interdependence | <ul style="list-style-type: none"> • Interdependence • Behavior • Balance | <ul style="list-style-type: none"> • Communication • Systems • Structure |
| <p>Inquiry Into: Concept - Line of Inquiry</p> | <ul style="list-style-type: none"> • Reflection - People make personal choices. • Causation - Actions have consequences. • Responsibility - How we are responsible to each other. | <ul style="list-style-type: none"> • Form - How we represent place. • Change - Representations of place through time. • Connection - The relationship of our location to other parts of the world. | <ul style="list-style-type: none"> • Responsibility - How public senses can be manipulated. • Connection - How the arts can be used to reach larger audiences. • Perspective - The audience helps determine one's choice of art forms. | <ul style="list-style-type: none"> • Causation - How the different parts of the Earth are interrelated. • Change - Why the Earth has changed and is continuing the change. • Connection - Human response to the changes in the Earth. | <ul style="list-style-type: none"> • Causation - Effects of human activities on the environment. • Form - The natural resources people use. • Reflection - How humans interact with the environment. | <ul style="list-style-type: none"> • Function - How familiar sign symbols are used worldwide. • Connection - How artists communicate meaning through symbols. • Form - Specialized systems of communication. |
| | | | | | | |
| <p>Subject Focus</p> | <p>Mathematics Addition/Subtraction/Multiplication/Division Numbers to 10,000 Population Census Patterns Graphing Word Problems Pattern Blocks</p> <p>Science Anatomy and Physiology Staying Healthy Helping Plants , Animals and Humans Grow Scientific Inquiry and Process</p> <p>PSPE CPR Health</p> | <p>Science Magnets Balance Mass Models Experiments Navigation</p> <p>History Historical Characters Explorers</p> <p>Geography Continents and Country Coordinate Points Maps</p> <p>Social Studies Conflict Resolution</p> <p>Language</p> | <p>Language Determiners Countable Nouns Uncountable Nouns Prepositions Adverbs Tense Drama Fairy Tale Speech Contest</p> <p>History Commercials Timelines Propaganda Children Experiencing War</p> <p>Art Line Balance Symmetry</p> | <p>Science Land Formations Gems/Rocks Birthstones Mines Moh's Hardness Scale Extraction of materials Earthquakes Erosion Tectonic Plate Movements Natural Disasters Geology Earth Changes Instruments Gases</p> <p>Geography Land Features</p> <p>Mathematics Geometry</p> | <p>Geography Locations around the world</p> <p>Science Usage of Materials Weather Signs Ecology Impact of Events Motion</p> <p>Language Contractions Irregular Verbs Apostrophes Editing Folktales</p> <p>Mathematics Elapsed Time Decimals Money</p> | <p>Art Signs Symbols Construction Distortion</p> <p>Science Light, Sound and Temperature Energy Transfer</p> <p>Language Modals Form and use regular and irregular plural nouns. Transformation Words</p> <p>Mathematics Abacus</p> |



| | | | | | |
|---|---|---|--|---|---|
| <p>Social Studies Morals</p> <p>Language Articles Nouns Pronouns Parts of Speech Capital Letters Punctuation Autobiographies Non-Fiction Fables</p> <p>Art Portrait Colors Patterns</p> <p>Music Dynamics Percussion Rhythm Pentascle Fingering Chart with the Recorder Playing B,A,G,C, and D on the Piano and Recorder Body Sounds Dance: Polka Songs- Unison</p> <p>PYP Transdisciplinary Skills</p> <p>Reading (CS) Writing (CS) Acquisition of Knowledge (TS) Planning (RS) Collecting Data (RS) Recording Data (RS) Organizing Data (RS)</p> | <p>Subject Verb Agreement Comparatives Superlatives Conjunctions Possessives Biographies Mythology Fiction</p> <p>Art Foreground Background Texture Weaving</p> <p>Mathematics Data Analysis Length Word Problems Pattern Blocks</p> <p>Music Composing with Do, Re, Mi, Fa, So, La, Ti. Creating Meter using the diatonic scale Harmony Rounds Pianos Recorders Dance: Waltz Songs- Solo, Duet, and Unison Waltz of the Flowers</p> <p>PYP Transdisciplinary Skills</p> <p>Respecting Others (SS) Cooperating (SS) Resolving Conflict (SS) Listening (CS) Speaking (CS) Analysis (TS) Dialectical Thought (TS)</p> | <p>Perspectives Space Tangrams</p> <p>Science Electricity Investigations</p> <p>Mathematics Length Weight Word Problems Pattern Blocks</p> <p>Music Combinations of quarter note, quarter rest, half note, half rest, dotted half note, dotted half rest and duple eighth notes in 2/4, 3/4 and 4/4 meters. Using keyboards, xylophones, recorders and/or tone chimes, students will recognize the following melodic directions: up/down/same. Students will use symbols, numbers and letters (music alphabet) to define the melodic direction. Recorders Dance: Salsa Songs: Rounds and Unison Instruments: Ukulele, Recorder, Keyboard, Melodica</p> <p>PYP Transdisciplinary Skills</p> <p>Adopting a Variety of Roles (SS) Reading (CS) Speaking (CS) Writing (CS) Metacognition (TS) Interpreting Data (RS) Presenting Research (RS)</p> | <p>Area and Perimeter Scales Fractions Volume ISA Preparation</p> <p>Language Playwriting Capitalization for Geographical Names Poetry</p> <p>Art Landscape</p> <p>Music Recognize the staff and the treble clef. Sing and play patterns from written examples using syllables with increased accuracy. Listen and respond accurately to describe musical characteristics of melody, rhythm, dynamics, tempo, harmony, form, tone color in a variety of songs, and instrumental selections of diverse cultures.</p> <p>Symphony Instruments (Peter and the Wolf)</p> <p>Songs: Unison and Harmony</p> <p>PYP Transdisciplinary Skills</p> <p>Cooperating (SS) Group Decision Making (SS) Listening (CS) Writing (CS) Reading (CS) Application (TS) Planning (RS) Time Management (SMS)</p> | <p>Area Year End Review</p> <p>Art 3-D Depth Sculpture</p> <p>Music Describe stylistic characteristics of music performed using correct music terms and concepts Identify direction terms - D.C. al Fine, Coda, and repeat signs. Recorders Guitars Songs- Unison Dance- Square Dance</p> <p>Social Studies Community</p> <p>PYP Transdisciplinary Skills</p> <p>Accepting Responsibility (SS) Reading (CS) Speaking (CS) Writing (CS) Analysis (TS) Synthesis (TS) Planning (RS)</p> | <p>Pattern Blocks</p> <p>Music Make a band and play songs. Songs- Unison Dance- Line Dance</p> <p>Social Studies Rules and Signs Hiroshima Tohoku Controversial Signs</p> <p>PYP Transdisciplinary Skills</p> <p>Group Decision Making (SS) Nonverbal Communication (CS) Evaluation (TS) Comprehension (TS) Interpreting Data (RS) Organizing Data (RS) Organization (SMS)</p> |
|---|---|---|--|---|---|



| | | | | | | |
|----------------------------|--|---|---|--|--|--|
| | Gross Motor (SMS) Fine Motor (SMS) Time Management (SMS) Healthy Lifestyle (SMS) Codes of Behavior (SMS) | Formulating Questions (RS) Observing (RS) Spatial Awareness (SMS) Safety (SMS) Informed Choices (SMS) | | | Collecting Data (RS) Recording Data (RS) Informed Choices (SMS) | |
| IB LP/PYP Attitudes | <ul style="list-style-type: none"> • Reflective, Risk-Taker • Independence, commitment, co-operation | <ul style="list-style-type: none"> • Knowledgeable, Open-Minded • Curiosity, Tolerance | <ul style="list-style-type: none"> • Principled, Communicator • Integrity, , Enthusiasm | <ul style="list-style-type: none"> • Inquirer • Appreciation, Confidence | <ul style="list-style-type: none"> • Balanced, Caring • Empathy, Respect | <ul style="list-style-type: none"> • Communicator, Thinker • Creativity, |

JIES 2017-2018 Grade 3 Units of Inquiry

Nomenclature

SS = Social Skills

CS = Communication Skills

TS = Thinking Skills

RS = Research Skills

SMS = Self-Management Skills



4-20-12 Jingumae Shibuya-ku 150-0001 Tokyo

Tel: +81-(0)3-5413-6090

Website: www.jies.jp



JIES | Jingumae International
Exchange School