



JIES | Jingumae International
Exchange School

Jingumae International Exchange School
Units of Inquiry

Grade 6



Transdisciplinary Theme	Who we are 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.	Where we are in place and time 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.	How we express ourselves 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.	How the world works 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.	Sharing the planet 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.	How we organize ourselves 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>PSPE- Interaction Phase 4 Conceptual understandings An effective group can accomplish more than a set of individuals. An individual can experience both intrinsic satisfaction and personal growth from interactions. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. People are interdependent with, and have a custodial responsibility towards the environment in which they live. People have a responsibility to repair and restore relationships and environments where harm has taken place.</p> <p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> reflect critically on the effectiveness of the group during and at the end of the process build on previous experiences to improve group performance Independently use different strategies to resolve conflict work towards a consensus, 	<p>Social studies strand(s) Human systems and economic activities Social organization and culture Continuity and change through time Social studies skills a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> analyse information about past technological advances and societal systems assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources predict societal and technological changes in the future. 	<p>Social studies strand(s) Social organization and culture Social studies skills a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> identify and describe ways that family, groups and community influence personal choices explore how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contexts describe advantages and disadvantages of cultural and individual diversity reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability). 	<p>Science strand(s) Living things Earth and space Forces and energy Science skills a. Observe carefully in order to gather data b. Use a variety of instruments and tools to measure data accurately c. Use scientific vocabulary to explain their observations and experiences d. Identify or generate a question or problem to be explored e. Plan and carry out systematic investigation manipulating variables a necessary f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions h. Consider scientific models and applications of these models (including their limitations)</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> analyse the way in which technology supports the functioning of workplaces (for example, schools) investigate technology developments examine the impact of particular technologies on sustainability suggest areas for future technological advances. 	<p>Science strand(s) Living things Science skills a. Observe carefully in order to gather data b. Use a variety of instruments and tools to measure data accurately c. Use scientific vocabulary to explain their observations and experiences d. Identify or generate a question or problem to be explored e. Plan and carry out systematic investigation manipulating variables a necessary f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions h. Consider scientific models and application of these models (including their limitations)</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> describe the interactions of living things within and between ecosystems examine interactions between living things and non-living parts of the environment recognize that solar energy sustains ecosystems through a transformation of energy investigate the conservation of energy ecosystems analyse the effects of changing a link 	<p>Social studies strand(s) Human systems and economic activities Social organization and culture Social studies skills a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> recognize the elements of major political systems (for example, monarchy, democracy, dictatorship) examine how the rights of a person in a particular society directly affect their responsibilities identify and describe means by which citizens can monitor and influence actions of their governments and vice versa explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society.



	<p>understanding the need to negotiate and compromise</p> <ul style="list-style-type: none"> • take action to support reparation in relationships and in the environment when harm has been done. 				<p>in a food web</p> <ul style="list-style-type: none"> • explain how human activities can have position or adverse effects on loc and other environments (for example, waste disposal, agriculture, industry). 	
Central Idea	Human rights and responsibilities are shared across cultures.	Personal histories connect people to the past and provide unique perspectives that help to determine the future.	Identity is expressed through personal presentation.	Scientific understanding constantly evolves to build and destroy.	Biological and human systems are affected by their interdependence and diversity.	Citizens have an impact on the decision-making process of the governing system.
Related Concepts	<ul style="list-style-type: none"> • Rights • Values • Systems 	<ul style="list-style-type: none"> • Similarities • Differences 	<ul style="list-style-type: none"> • Behaviour • Communication • Impact 	<ul style="list-style-type: none"> • Transformation • Relationships 	<ul style="list-style-type: none"> • Interdependence • Impact • Adaptation 	<ul style="list-style-type: none"> • Interdependence • Rights • Systems
Inquiry Into:	<p>Connection - How rights are viewed globally.</p> <p>Function - How rights are granted</p> <p>Responsibility - Actions required to protect rights.</p>	<p>Perspectives - Points of view and how they change</p> <p>Connection - The link between world events</p> <p>Responsibility - The impact of written fact. (how we record history)</p>	<p>Causation - How personal choices affect others</p> <p>Perspective - How we communicate our identity</p> <p>Responsibility - Public perception of personal presentation</p>	<p>Change - Advances in scientific knowledge, understanding.</p> <p>Connection - The role of technology in scientific understanding</p> <p>Causation - The effects of scientific advances</p>	<p>Form - How we define biomes, ecosystems, environments, and biodiversity.</p> <p>Causation - Why systems are interdependent.</p> <p>Responsibility - How balance is maintained among systems.</p>	<p>Form - Changing forms of government in Japanese history.</p> <p>Reflection - What it means to be a citizen.</p> <p>Responsibility - The rights and responsibilities of citizenship.</p>
Subject Focus	<p>Language</p> <ul style="list-style-type: none"> - Analogies (cont.) - Categorising (cont.) - Cause and effort (cont.) - Fact/opinion (cont.) - Fiction/non-fiction - Idioms (cont.) - Figurative language (cont.) - Inference - Base word/prefix/suffix (cont.) - Contractions (cont.) - Homophones (cont.) - Synonyms/antonyms (cont.) - Word meaning from context (cont.) - Spelling (cont.) - Phonics - Punctuation - end of sentence (cont.) - Periods - abbreviations/initials (cont.) - Underline - magazines, books, plays - Run on sentences - Quotation marks in speech (cont.) 	<p>Language</p> <ul style="list-style-type: none"> - Correct article/adjective/adverb - Common/proper nouns - Fiction/non-fiction - Underline - magazines, books, plays - Run on sentences - Quotation marks - songs, poems, short stories - Correct article/adjective/adverb (cont.) - Common/proper nouns (cont.) <p>Math</p> <ul style="list-style-type: none"> - Fractions and decimals - The four operations of fractions <p>Social Studies</p> <ul style="list-style-type: none"> - History: What can we learn about recent history from studying the life of a famous person? <p>Arts</p> <ul style="list-style-type: none"> - Performing arts: What a performance 	<p>Language</p> <ul style="list-style-type: none"> - Reference skills - Inference - Fiction/non-fiction - Underline - magazines, books, plays <p>Math</p> <ul style="list-style-type: none"> - Percentage - Ratio and proportion - Rate and speed <p>Arts</p> <ul style="list-style-type: none"> - Design: structures and textiles 	<p>Language</p> <ul style="list-style-type: none"> - Phonics - Inference - Fiction/non-fiction - Run on sentences - Quotation marks - songs, poems, short stories <p>Math</p> <ul style="list-style-type: none"> - Circles - Volume of prisms and cylinders - Angles - Construction of triangles and quadrilaterals <p>Science</p> <ul style="list-style-type: none"> - Changing circuits - Forces in action - Environmental and technological contexts <p>Arts</p> <ul style="list-style-type: none"> - Design: Shelters 	<p>Language</p> <ul style="list-style-type: none"> - Underline - magazines, books, plays - Inference - Underline - magazines, books, plays - Run on sentences - Quotation marks - songs, poems, short stories <p>Math</p> <ul style="list-style-type: none"> - Data handling - Probability <p>Science</p> <ul style="list-style-type: none"> - Reversible and irreversible changes - Interdependence and adaptation <p>Arts</p> <ul style="list-style-type: none"> - Design: controllable vehicles 	<p>Language</p> <ul style="list-style-type: none"> - Inference - Underline - magazines, books, plays - Run on sentences <p>Math</p> <ul style="list-style-type: none"> - Negative numbers <p>Social Studies</p> <ul style="list-style-type: none"> - Geography: Connecting ourselves to the world <p>Arts</p> <ul style="list-style-type: none"> - Visual arts: The power of imagery, people in action



	<p>- Quotation marks - songs, poems, short stories</p> <p>- Commas in a series, dates, addresses, to separate a dialogue, interjection, compound sentences, nonrestrictive appositive (cont.)</p> <p>- Apostrophes in contractions, possessives (cont.)</p> <p>- Capitalisation</p> <p>- Grammar and usage</p> <p>Math</p> <p>- Algebra</p> <p>Arts</p> <p>- Visual arts: A sense of place</p> <p>PSPE</p>					
Transdisciplinary skills	<p>Social skills</p> <p>- Cooperating</p> <p>- Group decision making</p> <p>- Adopting a variety of roles</p> <p>- Resolving conflict</p> <p>Communication skills</p> <p>- Listening</p> <p>- Speaking</p> <p>Thinking skills</p> <p>- Analysis</p> <p>Research skills</p> <p>- Collecting data</p> <p>Self-management skills</p> <p>- Healthy lifestyle</p> <p>- Codes of behaviour</p>	<p>Social skills</p> <p>- Respecting others</p> <p>Communication skills</p> <p>- Listening</p> <p>- Speaking</p> <p>- Reading</p> <p>- Writing</p> <p>Thinking skills</p> <p>- Dialectical thought</p> <p>Research skills</p> <p>- Formulating questions</p> <p>- Interpreting data</p> <p>Self-management skills</p> <p>- Organisation</p> <p>- Time management</p>	<p>Social skills</p> <p>- Accepting responsibilities</p> <p>Communication skills</p> <p>- Listening</p> <p>- Speaking</p> <p>- Nonverbal communication</p> <p>Thinking skills</p> <p>- Analysis</p> <p>- Application</p> <p>Research skills</p> <p>- Observing</p> <p>- Organising data</p> <p>Self-management skills</p> <p>- Informed choices</p> <p>- Spacial awareness</p> <p>- Gross motor skills</p>	<p>Social skills</p> <p>- Accepting responsibilities</p> <p>Communication skills</p> <p>- Reading</p> <p>- Writing</p> <p>Thinking skills</p> <p>- Comprehension</p> <p>- Dialectical thought</p> <p>- Evaluation</p> <p>Research skills</p> <p>- Formulating questions</p> <p>- Observing</p> <p>- Collecting data</p> <p>- Recording data</p> <p>- Interpreting data</p> <p>- Presenting research</p> <p>Self-management skills</p> <p>- Safety</p>	<p>Social skills</p> <p>- Cooperating</p> <p>Communication skills</p> <p>- Reading</p> <p>- Writing</p> <p>Thinking skills</p> <p>- Comprehension</p> <p>- Synthesis</p> <p>Research skills</p> <p>- Interpreting data</p> <p>- Presenting research</p> <p>Self-management skills</p> <p>- Safety</p> <p>- Informed choices</p>	<p>Social skills</p> <p>- Cooperating</p> <p>Communication skills</p> <p>- Listening</p> <p>- Speaking</p> <p>- Nonverbal communication</p> <p>Thinking skills</p> <p>- Comprehension</p> <p>- Metacognition</p> <p>Research skills</p> <p>- Recording data</p> <p>- Interpreting data</p> <p>- Planning</p> <p>Self-management skills</p> <p>- Codes of behaviour</p> <p>- Fine motor skills</p>
IB LP/PYP Attitudes	<ul style="list-style-type: none"> Principled, Risk-taker Respect 	<ul style="list-style-type: none"> Reflective, Inquirer Curiosity 	<ul style="list-style-type: none"> Communicator, Open-minded Tolerance 	<ul style="list-style-type: none"> Knowledgeable, Thinker Commitment 	<ul style="list-style-type: none"> Balanced, Principled, Caring Appreciation 	<ul style="list-style-type: none"> Principled, Reflective Cooperation



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