



JIES | Jingumae International
Exchange School

Jingumae International Exchange School
Units of Inquiry

Kindergarten

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.
Unit title	All about me	Look at me grow	Look what we can do	We all go through a process of change	How we value the planet	How we fit in our community
	<p><u>PSPE identity Phase 1</u></p> <p>Conceptual understandings. Each person is an individual. As people grow and change they develop new skills, understandings and abilities.</p> <p>Emotions, attitudes and beliefs influence the way we act. Positive thoughts help us to develop a positive attitude. Knowing how we are similar to and different from others helps shape our understanding of self. Reflecting on our experiences helps us to understand ourselves better.</p> <p>Developing independence builds self-worth¹ and personal responsibility.</p> <p>Learning outcomes</p> <p>Learners:</p>	<p><u>Social studies</u> strand(s)</p> <p>Social organization and culture. Continuity and change through time.</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 Oriente 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 how families influence the individual describe how artifacts, heirlooms and rituals are evidence of cultural identity 	<p><u>Arts Creating- DANCE</u></p> <p>We can enjoy and learn from creating art. The creative process involves joining in, exploring and taking risks. In creating art, people make choices to construct meaning about the world around them. We can express ourselves through arts. Our experiences and imagination can inspire us to create.</p> <p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> respond to word, rhythm and/or music through movements 	<p><u>Science</u> strand(s)</p> <p>Living things</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 as necessary Make and test predictions Interpret and evaluate data gathered in order to draw conclusions 	<p><u>Science</u> strand(s)</p> <p>Living things. 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 as necessary Make and test predictions 	<p><u>Social studies</u> strand(s)</p> <p>Human systems and economic activities. 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 Oriente in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources

	<ul style="list-style-type: none"> • identify themselves in relation to others (for example, family, peers school class, ethnicity, gender) • describe how they have grown and changed • describe some physical and personal characteristics and personal preferences • talk about similarities and differences between themselves and others • identify their feelings and emotions and explain possible causes • recognize that others have emotions, feelings and perspectives that may be different from their own • identify and explore strategies that help them to cope with change • identify positive thoughts and attitudes in themselves and other • willingly approach and persevere with new situations • reflect on their experiences in order to build a deeper understanding of self <p>Language</p> <ul style="list-style-type: none"> • listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form 	<ul style="list-style-type: none"> • represent people, events and places chronologically compare and contrast current family experiences with those of a previous generation. <p>Language</p> <ul style="list-style-type: none"> • talk about the stories, writing, pictures and models they have created • use own grammar style as part of the process of developing grammatical awareness. • use body language in mime and role play to communicate ideas and feelings visually 	<ul style="list-style-type: none"> • communicate and express feelings through body movements • explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation <p>Language</p> <ul style="list-style-type: none"> • follow two-step directions • obtain simple information from accessible spoken texts 	<p>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"> • describe the life cycles of a variety of living things (for example, a range of animals and plants) • compare the life cycles of different living things • identify the common components of life cycles (for example, birth, growth, maturity, reproduction, death) • investigate the responses of plants or animals to changes in their habitats. <p>Language</p> <ul style="list-style-type: none"> • read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged • create illustrations to match their own written text 	<p>g. Interpret and evaluate data gathered in order to draw conclusions</p> <p>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"> • describe the natural features of local and other environments (for example, underlying geology) • analyse ways in which humans use the natural environment • identify or generate a question or problem to be explored in relation to human impact on the local environment. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • demonstrate a positive attitude towards learning • exhibit skills and strategies for organizing his or her time and belongings • recognize how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others). <p>Language</p> <ul style="list-style-type: none"> • form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community • discriminate between types of code, for example, letters, numbers, symbols, words/ • characters
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	<ul style="list-style-type: none"> describe personal experiences talk about their own feelings in response to visual messages; show empathy for the way others might feel attend to visual information showing understanding through discussion, role play, illustrations use language to address their needs, express feelings and opinions 					
Central Idea	People change physically, emotionally, intellectually and socially.	Personal histories inform people's lives.	Expression of ideas and feelings enriches our culture.	All living things go through a process of change.	People interact with, use and value local environments in different ways.	People use a variety of skills and strategies that contribute to their role in a community of learners.
Related Concept	<ul style="list-style-type: none"> Growth Development Responsibilities 	<ul style="list-style-type: none"> Stories Memories Experience 	<ul style="list-style-type: none"> Culture Identity Expression 	<ul style="list-style-type: none"> Life cycles Growth 	<ul style="list-style-type: none"> Personal Preference Opinion Conservation 	<ul style="list-style-type: none"> Systems Networks
Inquiry Into: Concept - Lines of Inquiry	<ul style="list-style-type: none"> Form - What we are like. Responsibility - The importance of being responsible. 	<ul style="list-style-type: none"> Perspective - How our stories shape our point of view. Reflection - The memories we share. Connection - How family histories shape our identity. 	<ul style="list-style-type: none"> Causation - Why people choose to express themselves. Form - Celebrations as a form of cultural expression. Function - How expression of ideas differ among cultures. 	<ul style="list-style-type: none"> Change - How living things change over the course of their life time. Causation - Factors that influence life cycles. Function - Living things need an environment to survive. 	<ul style="list-style-type: none"> Form - The characteristics of living and non-living things in our local environment. Function - How local environments address people's needs. 	<ul style="list-style-type: none"> Function - Being part of a community of learners. Responsibility - Making contributions to a community.
Subject Focus	Language, Arts, Mathematics, Social Studies, Science, PSPE	Language, Arts, Social Studies, Mathematics, PSPE	Language, Arts, PSPE, Social Studies	Science, Social Studies, Language	Science, Social Studies, Arts, Language	Social Studies, Mathematics, PSPE, Language
	Reading for literature: Jolly Phonics	Starfall(Phonics) Unit 3 <u>The big Hit</u> Short-I and Vowels Unit 4 <u>Mox's shop</u> : Short-O and Digraph sh	Reading Comprehension: Narrative Unit 1: Stories with a familiar Setting. Starfall(Phonics)	Reading Comprehension: Narrative Unit 2: Stories from a range of	Unit 11 <u>Soap Boat</u> : <u>Two-Vowels Go Walking</u> Unit 12 <u>Car Race</u> :	Reading Comprehension: Nonfiction, Chinese Fables, Greek Myths Starfall (Phonics)

	<p>Comprehension: Ask and answer questions about essential Vocabulary: Use new vocabulary that is introduced</p> <p>Beginning alphabet</p>	<p>Unit 5 <u>Gus the Duck</u>: Short-U and introduce silent “e” First, last, middle sounds. Sight words In conjunction with...spelling tests, Read-Alouds, Guided Reading Journals: Reading and writing practice. In use with Dolch sight words</p>	<p>Unit 6: <u>Jake’s Tale</u>: Silent E (-a-e) Digraph wh Unit 7: <u>Pete’s Sheep</u>: double-E and digraph th. In conjunction with...Sight words, leveled and free choice reading, reading workshop, Reading CVC, CCVC, CVCC, sight words, sentences (using proper punctuation and sight words) Journals. In use with Dolch sight words</p>	<p>cultures/predictable patterned language. Folk Tales Starfall (Phonics) Unit 8: <u>Sky Ride</u>: Silent-E (-i-e) and Digraph ch Unit 9: <u>Robot and Mr. Mole</u>: Silent-E (-o-e) and chunking Unit 10: <u>Dune Buggy</u>: Silent-E (-u-e) and Lonely vowel</p>	<p>In conjunction with...Sight words, leveled and free choice reading, reading workshop, Reading CVC, CCVC, CVCC, sight words, sentences (using proper punctuation and sight words) Journals. In use with Dolch sight words</p>	<p>Unit 11 <u>Soap Boat</u>: <u>Two-Vowels Go Walking</u> Unit 12 <u>Car Race</u>: R-Controlled “A” Unit 13 <u>My Horse Glory</u>: R-Controlled “O” In conjunction with...Sight words, leveled and free choice reading, reading workshop, Reading CVC, CCVC, CVCC, sight words, sentences Journals. In use with Dolch sight words</p>
	<p>Mathematics Same Different Count to 5 Numbers to 5 Numbers to 10</p>	<p>Mathematics Number Order Shapes Patterns Length Size</p>	<p>Mathematics Weight Capacity Equal Sets More Less</p>	<p>Mathematics Compare numbers Tens and Ones Numbers to 20 Number bonds Addition</p>	<p>Mathematics Counting On Addition and Subtraction Numbers to 40 Ordering Time</p>	<p>Mathematics Number to 100 Even/Odd Fractions</p>
<p>IB LP/PYP Attitudes</p>	<ul style="list-style-type: none"> • Reflective, caring, principled • Curiosity, respect, empathy 	<ul style="list-style-type: none"> • Open-minded, caring, risk-takers, communicator • Appreciation, empathy 	<ul style="list-style-type: none"> • Open-minded, inquirer, knowledgeable, communicator • Tolerance, curiosity, confidence, creativity 	<ul style="list-style-type: none"> • Caring, thinker, inquirer • Enthusiasm, independence 	<ul style="list-style-type: none"> • Balanced, reflective, • Commitment, integrity, creativity 	<ul style="list-style-type: none"> • Inquirer, open-minded, thinkers, • Cooperation
<p>Skills</p>	<p>Social Skills: Accepting responsibility Respecting Others Cooperating Resolving conflict</p> <p>Communication skills Listening Speaking Nonverbal communication</p> <p>Thinking Skills: Acquisition of Knowledge Comprehension</p>	<p>Social Skills: Accepting responsibility Respecting Others Cooperating Resolving conflict Group Decision Making Adopting a variety of roles</p> <p>Communication skills: Listening Speaking Nonverbal communication</p> <p>Thinking Skills:</p>	<p>Social Skills: Accepting responsibility Respecting Others Cooperating Resolving conflict Group Decision Making Adopting a variety of roles</p> <p>Communication skills: Listening Speaking</p>	<p>Social Skills: Accepting responsibility Respecting Others Cooperating Resolving conflict Group Decision Making Adopting a variety of roles</p> <p>Communication skills: Listening Speaking Nonverbal communication</p>	<p>Social Skills: Accepting responsibility Respecting Others Cooperating Resolving conflict Group Decision Making Adopting a variety of roles</p> <p>Communication skills: Listening Speaking</p> <p>Communication skills: Listening Speaking</p>	<p>Social Skills: Accepting responsibility Respecting Others Cooperating Resolving conflict Group Decision Making Adopting a variety of roles</p> <p>Communication skills: Listening Speaking Nonverbal communication Reading Writing</p>

	<p>Research Skills: Formulating questions Observing</p> <p>Self-management skills: Gross Motor Skills Fine Motor Skills Spatial awareness Codes of Behaviour</p>	<p>Acquisition of Knowledge Comprehension Application</p> <p>Research Skills: Formulating questions Observing Planning</p> <p>Self-management skills: Gross Motor Skills Fine Motor Skills Spatial awareness Organization</p>	<p>Nonverbal communication Reading Writing</p> <p>Thinking Skills: Acquisition of Knowledge Comprehension Application Synthesis Evaluation</p> <p>Research Skills: Formulating questions Observing Planning</p> <p>Self-management skills: Gross Motor Skills Fine Motor Skills Spatial awareness Organization</p>	<p>Reading Writing</p> <p>Thinking Skills: Acquisition of Knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical Thought</p> <p>Research Skills: Formulating questions Observing Planning Collecting Data Recording Data Organizing Data Presenting research</p> <p>Self-management skills: Gross Motor Skills Fine Motor Skills Spatial awareness Organization Time Management Safety</p>	<p>Nonverbal communication Reading Writing</p> <p>Thinking Skills: Acquisition of Knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical Thought</p> <p>Research Skills: Formulating questions Observing Planning Collecting Data Recording Data Organizing Data Presenting research</p> <p>Self-management skills: Gross Motor Skills Fine Motor Skills Spatial awareness Organization Time Management Safety</p>	<p>Thinking Skills: Acquisition of Knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical Thought</p> <p>Research Skills: Formulating questions Observing Planning Collecting Data Recording Data Organizing Data Presenting research</p> <p>Self-management skills: Gross Motor Skills Fine Motor Skills Spatial awareness Organization Time Management Safety</p>
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