



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

**Shinagawa International School**  
**Units of Inquiry**  
**Grade 1**



<b>Transdisciplinary Theme</b>	<b>Who we are</b>  An inquiry into the nature of the self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	<b>Where we are in place and time</b>  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.	<b>How we express ourselves</b>  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	<b>How the world works</b>  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.	<b>Sharing the planet</b>  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	<b>How we organize ourselves</b>  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.
<b>\Unit Name</b>	<b>Healthy Me</b>	<b>My Family History</b>	<b>Signs and Symbols</b>	<b>What Does a Scientist Do?</b>	<b>Waste Warriors</b>	<b>Me On The Map</b>
	<p><b>PSPE</b> strand(s) Active Learning <b>Regular exercise is part of a healthy lifestyle. Food choices can affect our health. Maintaining good hygiene can help to prevent illness.</b> Growth can be measured through changes in capability as well as through physical changes. We can apply a range of fundamental movement skills to a variety of activities. Movements can be used to convey feelings, attitudes, ideas or emotions. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p> <p><b>The student will be able to:</b></p>	<p><b>Social studies</b> strand(s) Social organization and culture. Continuity and change through time.</p> <p><b>Social studies skills</b> 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 <b>c. Orientate in relation to place and time</b> d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources</p> <p><b>The student will be able to:</b> Analyse families in the present with those from the recent past (the families of parents and grandparents) in</p>	<p><b>Arts</b> strand(s) Responding. We are receptive to art practices. and artworks from different cultures, places and times (including our own). People communicate ideas, feelings and experiences through the arts. We can reflect on and learn from the different stages of creating. There is a relationship between the artist and the audience.</p> <p>Creating We can communicate our ideas, feelings and experiences through our artwork. We solve problems during the creative process by thinking critically and imaginatively.</p>	<p><b>Science</b> strand(s) Material and matter. Earth and space.</p> <p><b>Science skills</b> 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 investigations, manipulating variables as 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><b>Science</b> strand(s) Living things. Earth and space.</p> <p><b>Science skills</b> 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 investigations, manipulating variables as 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><b>Social studies</b> strand(s) Human and natural environments. Social organization and culture.</p> <p><b>Social studies skills</b> 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><b>The student will be able to:</b> Identifying the activities located in their place, for example, retailing, medical,</p>



	<p>Recognize the importance of regular exercise in the development of well-being</p> <p>Identify healthy food choices</p> <p>Communicate their understanding of the need for good hygiene practices</p>	<p>terms of their size and structure (for example the different types of family such as nuclear, single parent, blended).</p> <p>Identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children's cultural backgrounds.</p> <p>Describe photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed.</p>	<p>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><b>The student will be able to:</b> Interpret and communicate feeling, experience and narrative</p> <p>Use performance as a problem-solving tool</p> <p>Express one or more moods/feelings</p> <p>Combine a variety of formal elements to communicate ideas, feelings and/or experiences</p>	<p><b>The student will be able to:</b> Identify short and long term patterns of events that occur on Earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons</p> <p>Analyse what objects can be seen when light from sources is available to illuminate them</p> <p>Using observations and/or photographs to identify changes in natural, managed and constructed features in their place, for example, recent erosion, revegetated areas, planted crops or new buildings</p>	<p><b>The student will be able to:</b> Identify or generate a question or problem to be explored in relation to human impact on the local environment</p> <p>Identify ways that science knowledge is used in the care of the local environment and suggest changes.</p>	<p>educational, police, religious, recreational, farming, manufacturing or office activities, locating them on a pictorial map, and suggesting why they are located where they are, locating the activities in their place on a pictorial map</p> <p>Locating and labelling their home on a map, showing their daily route to school and describing the features they pass</p> <p>Developing a table to show the significant features or uses of different places</p>
<b>Central Idea</b>	People make choices that affect their health.	Each family has a unique history across cultures.	Feelings are communicated in different ways.	Science involves exploring and observing the world using the senses.	People can make choices to help the environment.	Public places have different uses that help the community.
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>Choice</li> <li>Balance</li> </ul>	<ul style="list-style-type: none"> <li>Continuity</li> <li>Heritage</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Imagery</li> </ul>	<ul style="list-style-type: none"> <li>Weather</li> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>Resources</li> <li>Interdependence</li> <li>Conservation</li> </ul>	<ul style="list-style-type: none"> <li>Community</li> <li>Access</li> </ul>
<b>Inquiry Into: Concept - Line of Inquiry</b>	<ul style="list-style-type: none"> <li><b>Function</b> - How the body works.</li> <li><b>Connection</b> - Impact of lifestyle choices on the body.</li> </ul>	<ul style="list-style-type: none"> <li><b>Form</b> - Families have structures and roles.</li> <li><b>Perspective</b> - Important events differ from family to family.</li> <li><b>Change</b> - Daily lives change over time.</li> </ul>	<ul style="list-style-type: none"> <li><b>Form</b> - Various ways to express feelings.</li> <li><b>Function</b> - Purposes of communications.</li> <li><b>Connection</b> - How different forms of</li> </ul>	<ul style="list-style-type: none"> <li><b>Form</b> - Properties of materials.</li> <li><b>Function</b> - How we use our senses to observe and respond.</li> <li><b>Change</b> - Changes in land and sky.</li> </ul>	<ul style="list-style-type: none"> <li><b>Form</b> - Local natural environment.</li> <li><b>Causation</b> - The impact of people's choices on the environment.</li> <li><b>Responsibility</b> - Caring for the local environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Form</b> - Defining public and private spaces.</li> <li><b>Function</b> - Purposes of public spaces.</li> <li><b>Connection</b> - People use maps to</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>Reflection</b> - How we can improve our health.</li> </ul>		<p>communication represent different feelings.</p>			<p>navigate public places.</p>
<b>Subject Focus</b>						
<b>Transdisciplinary skills</b>	<p><u>Social skills</u> - Cooperating</p> <p><u>Communication skills</u> - Listening - Speaking - Reading - Writing</p> <p><u>Thinking skills</u> - Acquisition of knowledge</p> <p><u>Research skills</u> - Interpreting data</p> <p><u>Self-management skills</u> - Time management - Gross motor skills - Fine motor skills - Healthy lifestyle - Informed choices - Spacial awareness</p>	<p><u>Social skills</u> - Respecting others</p> <p><u>Communication skills</u> - Listening - Speaking - Reading - Writing</p> <p><u>Thinking skills</u> - Comprehension - Analysis</p> <p><u>Research skills</u> - Collecting data - Recording data - Presenting research</p> <p><u>Self-management skills</u> - Organisation</p>	<p><u>Social skills</u> - Accepting responsibilities - Respecting others - Resolving conflict</p> <p><u>Communication skills</u> - Listening - Speaking - Nonverbal communication</p> <p><u>Thinking skills</u> - Evaluation - Application</p> <p><u>Research skills</u> - Interpreting data</p> <p><u>Self-management skills</u> - Codes of behaviour - Spacial awareness</p>	<p><u>Social skills</u> - Group decision making</p> <p><u>Communication skills</u> - Reading - Writing</p> <p><u>Thinking skills</u> - Comprehension - Dialectical thought</p> <p><u>Research skills</u> - Formulating questions - Observing - Organising data - Collecting data - Recording data - Interpreting data - Presenting research</p> <p><u>Self-management skills</u> - Safety</p>	<p><u>Social skills</u> - Accepting responsibilities - Cooperating</p> <p><u>Communication skills</u> - Reading - Writing</p> <p><u>Thinking skills</u> - Comprehension - Dialectical thought - Metacognition</p> <p><u>Research skills</u> - Recording data</p> <p><u>Self-management skills</u> - Safety - Informed choices</p>	<p><u>Social skills</u> - Group decision making - Adopting a variety of roles</p> <p><u>Communication skills</u> - Listening - Speaking - Nonverbal communication</p> <p><u>Thinking skills</u> - Comprehension - Synthesis</p> <p><u>Research skills</u> - Recording data - Interpreting data - Planning</p> <p><u>Self-management skills</u> - Organisation</p>
<b>IB LP/PYP Attitudes</b>	<ul style="list-style-type: none"> <li>● Balanced, Reflective</li> <li>● Commitment, Independence</li> </ul>	<ul style="list-style-type: none"> <li>● Open-minded, Tolerance</li> <li>● Appreciation, Curiosity</li> </ul>	<ul style="list-style-type: none"> <li>● Communicators</li> <li>● Creativity, Enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>● Inquirers, Thinkers</li> <li>● Curiosity, Confidence</li> </ul>	<ul style="list-style-type: none"> <li>● Caring, Principled</li> <li>● Empathy, Integrity</li> </ul>	<ul style="list-style-type: none"> <li>● Open minded</li> <li>● Cooperation</li> </ul>



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