



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Shinagawa International School
Units of Inquiry
Grade 2



<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><u>PSPE Interaction</u> 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 	<p><u>Language- Viewing and Presenting</u> Phase 2 Conceptual understandings. People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.</p> <p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> attend to visual information showing understanding through discussion, role play, illustrations talk about their own feelings in response to visual messages; show empathy for the way others might feel relate to different contexts presented in visual texts according to their own experiences, for example, 	<p><u>Arts- Creating</u> Phase 2 We can communicate our ideas, feelings and experiences through our artwork. 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 for Dance Learners:</p> <ul style="list-style-type: none"> create movement to various tempos interpret and communicate feeling, experience and narrative through dance design a dance phrase with a beginning, middle and ending create movement that explores dimensions of direction, level and shape 	<p><u>Science</u> strand(s) Living things. Materials and matter. Forces and energy. 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 Consider scientific models and applications of these models (including their limitations) <p>The student will be able to:</p> <ul style="list-style-type: none"> investigate how buildings and other structures stand up (for example, piles, buttresses, I-beam girder 	<p><u>Science</u> strand(s) Living things 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 Consider scientific models and applications of these models (including their limitations) <p>The student will be able to:</p> <ul style="list-style-type: none"> recognize the ways in which plants and animals have adapted over time 	<p><u>Social studies</u> strand(s) Human systems and economic activities. Human and natural environments. 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 historic 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"> identify responsibilities people have in different workplaces explain the purpose of rules and responsibilities in a workplace construct visual representations (for



	<ul style="list-style-type: none"> ask questions and express wonderings 	<p>“That looks like my uncle’s farm.”</p> <ul style="list-style-type: none"> locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products show their understanding that visual messages influence our behaviour connect visual information with their own experiences to construct their own meaning, for example, when taking a trip use body language in mime and role play to communicate ideas and feelings visually realize that shapes, symbols and colours have meaning and include them in presentations use a variety of implements to practise and develop handwriting and presentation skills observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed recognize ICT iconography and follow prompts to access programs or activate devices 	<ul style="list-style-type: none"> develop physical balance and coordination share dance with different audiences by participating, listening and watching work cooperatively towards a common goal, taking an active part in a creative experience consider and maintain appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation. 	<ul style="list-style-type: none"> investigate the construction of a building or structure and identify the materials used critique the impact of a structure on the natural environment explain people’s responsibility regarding the use of materials from the environment. 	<ul style="list-style-type: none"> make links between different features of the environment and the specific needs of living things assess the impact that changes in environmental conditions can have on living things recognize the importance of the fossil record to inform the concept of evolution. 	<p>example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within a workplace</p> <ul style="list-style-type: none"> work in a group to establish a shared vision and purpose for the class.
<p>Central Idea</p>	<p>Communities are connected by values.</p>	<p>Human migration corresponds with changing needs.</p>	<p>People use art to express ideas and feelings.</p>	<p>Design and construction depend on our understanding of materials and environment.</p>	<p>Natural habitats are interdependent.</p>	<p>People create organizations to solve problems and support progress.</p>



<p>Related Concepts</p>	<ul style="list-style-type: none"> • Roles • Beliefs • Behavior 	<ul style="list-style-type: none"> • Sequences • Networks 	<ul style="list-style-type: none"> • Communication • Interpretation 	<ul style="list-style-type: none"> • Consequences • Transformation 	<ul style="list-style-type: none"> • Adaptation • Citizenship 	<ul style="list-style-type: none"> • Systems • Structures • Roles • Initiative
<p>Inquiry Into: Concept - Line of Inquiry</p>	<ul style="list-style-type: none"> • Function - The different roles within communities. • Perspective - How different viewpoints lead to different cultures. • Reflection - How our community influences our choices and actions. 	<ul style="list-style-type: none"> • Causation - Why human beings migrate. • Connection - Maintaining cultural identity. • Change - Modes of migration. 	<ul style="list-style-type: none"> • Form - The ways people use their bodies to express emotion. • Function - How art is used to express ideas. • Perspective - How art can affect emotions and feelings. 	<ul style="list-style-type: none"> • Causation - The impact of buildings and structures on the environment. • Change - The evolution of architectural techniques over time in a given place. • Connection - Architecture and its connection with the needs of communities and resources. 	<ul style="list-style-type: none"> • Form - What habitats are. • Change - How living things adapt. • Responsibility - The ways that humans impact habitats, both positively and negatively. 	<ul style="list-style-type: none"> • Function - Purpose of organization. • Form - Structures within an organization. • Responsibility - The responsibilities of organizations.
<p>Subject Focus</p>						
<p>Language arts</p>	<p><u>Reading Comprehension</u> Categorizing</p> <p><u>Vocabulary/Word Study</u> Compound words Consonant/Vowel Sounds Rhyming Word families</p> <p><u>Punctuation</u> Punctuation at end of sentence Apostrophes in Contractions Apostrophes in Possessives</p> <p><u>Capitalization</u> Sentence beginning Proper Names & titles of people</p> <p><u>Grammar & Usage</u> Pronouns Singular/plural Sentence types Subject/verb agreement</p>	<p><u>Reading Comprehension</u> Analogies Real and Make-believe</p> <p><u>Vocabulary/Word Study</u> Contractions Homophones</p> <p><u>Punctuation</u> Periods/abbreviations Commas in a series Commas in Dates Commas in Addresses</p> <p><u>Capitalization</u> Days, Months, Holidays Names of Places</p> <p><u>Grammar & Usage</u> Verb forms Nouns, Verbs, Adjectives</p> <p><u>Reference Skills</u></p>	<p><u>Reading Comprehension</u> Sequencing</p> <p><u>Vocabulary/Word Study</u> Synonyms/antonyms</p> <p><u>Punctuation</u> Commas in letter Greeting/closing</p> <p><u>Capitalization</u></p> <p><u>Grammar & Usage</u> Subject/predicate</p> <p><u>Reference Skills</u></p>	<p><u>Reading Comprehension</u> Cause and Effect</p> <p><u>Vocabulary/Word Study</u></p> <p><u>Punctuation</u></p> <p><u>Capitalization</u> Books and magazines</p> <p><u>Grammar & Usage</u> Double negatives</p> <p><u>Reference Skills</u> Syllabication</p>	<p><u>Reading Comprehension</u> <u>Vocabulary/Word Study</u> Comparatives Word meaning from context</p> <p><u>Punctuation</u></p> <p><u>Capitalization</u></p> <p><u>Grammar & Usage</u> Correct Article</p> <p><u>Reference Skills</u></p>	<p><u>Reading Comprehension</u> <u>Vocabulary/Word Study</u> Punctuation <u>Quotation marks</u></p> <p><u>Capitalization</u></p> <p><u>Grammar & Usage</u> Run-on sentences</p> <p><u>Reference Skills</u></p>



	Identifying sentences <u>Reference Skills</u> ABC order					
IB LP/PYP Attitudes	<ul style="list-style-type: none"> Principled, Open-minded Appreciation, Tolerance 	<ul style="list-style-type: none"> Inquirer, Open-minded Appreciation, Tolerance, Respect 	<ul style="list-style-type: none"> Thinker, Communicator, Reflective Creativity, Curiosity 	<ul style="list-style-type: none"> Balanced Curiosity 	<ul style="list-style-type: none"> Inquirer, Caring, Balanced Appreciation 	<ul style="list-style-type: none"> Knowledgeable Respect
Transdisciplinary skills	<p>Social Respecting others</p> <p>Self-management Codes of behavior</p> <p>Research Organizing</p> <p>Communication Reading</p> <p>Thinking Comprehension Acquisition of knowledge</p>	<p>Social Group decision making</p> <p>Self-management Spatial awareness</p> <p>Research Presenting research</p> <p>Communication Interpreting data</p> <p>Thinking Speaking Metacognition</p>	<p>Social</p> <p>Self-management Gross motor skills Fine motor skills</p> <p>Research</p> <p>Communication Non-verbal communication</p> <p>Thinking Synthesis</p>	<p>Social Cooperating</p> <p>Self-management Time management</p> <p>Research Planning</p> <p>Communication Listening</p> <p>Thinking Application</p>	<p>Social</p> <p>Self-management Safety Informed choices Healthy lifestyles</p> <p>Research Observing</p> <p>Communication Formulating questions Recording data</p> <p>Thinking Analysis Dialectical thought</p>	<p>Social Accepting responsibility Resolving conflict Adopting a Variety of Roles</p> <p>Self-management Organization</p> <p>Research Collecting data</p> <p>Communication Writing</p> <p>Thinking Evaluation</p>



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Address: 4-8-8 Higashishinagawa, Shinagawa, Tokyo 140-0002.

Tel: +81-(0)3-6433-1531

Website: <http://sistokyo.jp>