



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Shinagawa International 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>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 	<p>Social studies strand(s) Continuity and change through time 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 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"> ● 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 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 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) Earth and space 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) 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 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"> ● 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) Human systems and economic activities Social organization and culture 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 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.



		<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.
Central Idea	Social well being changes relationships in the community.	The development of global perspectives is supported through understanding our place in the world in relation to others.	Various visual art forms can be used to affect other people.	Changes in the Earth and its atmosphere impact all living things.	Living things depend on each other to help their life.	Signs and symbols are part of human made systems that help local and global communication.
Related Concepts	<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
Inquiry Into: Concept - Line of Inquiry	<ul style="list-style-type: none"> Perspective - 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 	<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 	<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 	<ul style="list-style-type: none"> Function - How familiar sign symbols are used worldwide. Connection - How artists communicate meaning through symbols. Form - Specialized



			determine one's choice of art forms.	in the Earth.	the environment.	systems of communication.
Subject Focus						
IB LP/PYP Attitudes	<ul style="list-style-type: none"> ● Risk-Taker, Caring ● Independence, Cooperation 	<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,

SIS 2018-2019 Grade 3 Units of Inquiry

Nomenclature

SS = Social Skills

CS = Communication Skills

TS = Thinking Skills

RS = Research Skills

SMS = Self-Management Skills



**SHINAGAWA
INTERNATIONAL
SCHOOL**

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

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

Website: <http://sistokyo.jp>