



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

**Shinagawa International School**

**Units of Inquiry**

**Grade 4**



<b>Transdisciplinary Theme</b>	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>Sharing the planet</b>	<b>How we organize ourselves</b>
	An inquiry into the nature of the self; beliefs and values; personal, physical, <b>mental, social</b> and spiritual <b>health</b> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	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><b>PSPE Identity</b> Phase 3 Conceptual understandings. A person’s identity evolves as a result of many cultural influences. A person’s self-concept is influenced by how others regard and treat him or her. Embracing and developing optimism helps us to have confidence in ourselves and our future. Understanding ourselves helps us to understand and empathize with others. Self-efficacy influences the way people feel, think and motivate themselves, and behave. Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.</p> <p><b>Learning outcomes</b> <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.</li> <li>identify how their attitudes, opinions and beliefs affect the way they act and how those</li> </ul>	<p><b>Science</b> strand(s) Earth and space. <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>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>identify regular and irregular events in time and space that occur in the solar system</li> <li>examine the impact of events that occur in the solar system on the Earth</li> <li>investigate and explain how stars are used for navigation</li> <li>demonstrate an understanding of other methods of navigation (for</li> </ul>	<p><b>Social studies</b> strand(s) Social organization and culture Continuity and change through Time <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></p> <ul style="list-style-type: none"> <li>distinguish between personal beliefs and believe systems</li> <li>identify the source of beliefs</li> <li>reflect upon how beliefs affect the individual and society.</li> </ul> <p><b>Arts- Creating-Visual Arts</b> <b>Learning outcomes</b> <b>Learners:</b></p> <ul style="list-style-type: none"> <li>show awareness of the affective power of visual arts</li> <li>make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</li> <li>create artwork for a specific audience</li> <li>use a personal interest, belief or value as the</li> </ul>	<p><b>Science</b> strand(s) Living things. Earth and space. Forces and energy. <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>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>identify and describe different forms of energy</li> <li>demonstrate how energy can be stored and transformed from one form to another (for example, storage of fat, batteries as a store of energy)</li> <li>explain the impact of diet in providing the body with sources of potential energy</li> <li>assess renewable and sustainable energy sources (for example, wind, solar, water)</li> <li>examine ways in which the local community could be</li> </ul>	<p><b>Social studies</b> strand(s) <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></p> <ul style="list-style-type: none"> <li>Explore issues relating to children’s rights, roles and responsibilities in relation to his or her own and other cultures</li> <li>Analyse a variety of sources that describe the risks and challenges that children face</li> <li>Describe how organizations and individuals meet the needs and wants of children</li> <li>Suggest ways in which an individual can overcome adversity</li> </ul>	<p><b>Language- Viewing and presenting</b> Phase 5 Conceptual understandings. The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</p> <p><b>Learning outcomes</b> <b>Learners:</b></p> <ul style="list-style-type: none"> <li>view and critically analyse a range of visual texts, communicating understanding through oral written and visual media</li> <li>identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel</li> <li>analyse and interpret the ways in which visual effects are used to establish context</li> </ul>
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	<p>of others also impact on their actions</p> <ul style="list-style-type: none"> <li>• recognize personal qualities, strengths and limitation</li> <li>• analyse how they are connected to the wider community</li> <li>• reflect on how they cope with change in order to approach and manage situations of adversity</li> <li>• use understanding of their own emotions to interact positively with others</li> </ul>	<p>example, compasses, satellites).</p>	<p>starting point to create a piece of artwork</p> <ul style="list-style-type: none"> <li>• use a range of strategies to solve problems during the creative process.</li> </ul>	<p>improved in relation to the conservation of energy.</p>		<ul style="list-style-type: none"> <li>• identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects</li> <li>• realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols</li> <li>• realize that individuals interpret visual information according to their personal experiences and different perspectives</li> <li>• show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects</li> <li>• examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit</li> </ul>
<p><b>Central Idea</b></p>			<p>Values and beliefs influence personal expression.</p>		<p>Children encounter different challenges and opportunities.</p>	<p>Media changes the ways in which people access</p>



	Success, challenge and failure strengthen personal identity.	Explorations lead to discovery and develops new understandings.		Human energy use has consequences for progress and the environment.		information and connect to each other.
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Values</li> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Consequences</li> <li>• Discovery</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Progress</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity</li> <li>• Risk</li> <li>• Circumstance</li> <li>• Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Media</li> <li>• Access</li> <li>• Network</li> <li>• Citizenship</li> </ul>
<b>Inquiry Into: Concept</b> - Line of Inquiry	<ul style="list-style-type: none"> <li>• <b>Function</b> - How our brain works.</li> <li>• <b>Responsibility</b> - Different factors support personal achievement and development of personal identities</li> <li>• <b>Reflection</b> - The ways people respond positively to challenges and failure</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation</b> - Reasons, feelings and attitudes towards exploration</li> <li>• <b>Function</b> - What we learn through exploration</li> <li>• <b>Connection</b> - The tools and methods of navigation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Form</b> - The different ways people express their values and beliefs.</li> <li>• <b>Perspective</b> - How people interpret artwork.</li> <li>• <b>Function</b> - How we learn from art.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Form</b> - The ways in which we obtain and use energy.</li> <li>• <b>Causation</b> - The impact of energy use on our lives and environment.</li> <li>• <b>Responsibility</b> - How people are responsible for energy use</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Form</b> - Different lifestyles around the world.</li> <li>• <b>Perspective</b> - The variations of needs and rights through time and place.</li> <li>• <b>Reflection</b> - How children feel about their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Function</b> - How media works.</li> <li>• <b>Change</b> - Changes in communication.</li> <li>• <b>Connection</b> - Using media to help people around the world.</li> </ul>
<b>Subject Focus</b>						
<b>IB LP/PYP Attitudes</b>	<ul style="list-style-type: none"> <li>• Risk-taker, Reflective</li> <li>• Confidence, <b>Tolerance</b></li> <li>• <b>Commitment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Inquirers, Knowledgeable</li> <li>• Curiosity, Enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>• Communicators, Thinkers</li> <li>• Creativity, Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledgeable, Balanced</li> <li>• Commitment, Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Caring, Open Minded</li> <li>• Empathy, Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Principled, Communicators</li> <li>• Integrity, Independence</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Formulating Questions (RS)</b></li> <li>• <b>Comprehension (TS)</b></li> <li>• Application (TS)</li> <li>• Analysis (TS)</li> <li>• Metacognition (TS)</li> <li>• Organization (SMS)</li> <li>• Time Management (SMS)</li> <li>• Healthy Lifestyle (SMS)</li> <li>• Codes of Behavior (SMS)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading (CS)</li> <li>• Presenting (CS)</li> <li>• Safety (SMS)</li> <li>• <b>Formulating Questions (RS)</b></li> <li>• Acquisition of knowledge (TS)</li> <li>• <b>Comprehension (TS)</b></li> <li>• Observing (RS)</li> <li>• Collecting Data (RS)</li> <li>• Recording Data (RS)</li> <li>• Organizing Data (RS)</li> <li>• <b>Interpreting Data (RS)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor Skills (SMS)</li> <li>• Spatial Awareness (SMS)</li> <li>• Respecting Others (SS)</li> <li>• Non-verbal communication (CS)</li> <li>• Viewing (CS)</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting (CS)</li> <li>• Planning (RS)</li> <li>• Group decision making (SS)</li> <li>• Adopting a variety of group roles (SS)</li> <li>• Synthesis (TS)</li> <li>• Evaluation (TS)</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperating (SS)</li> <li>• Resolving conflicts (SS)</li> <li>• Dialectical Thought (TS)</li> <li>• Metacognition (TS)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening (CS)</li> <li>• Speaking (CS)</li> </ul>



	<ul style="list-style-type: none"><li>• Informed Choices (SMS)</li><li>• Writing (CS)</li></ul>	<ul style="list-style-type: none"><li>• Presenting Research Findings (RS)</li><li>• <b>Comprehension (TS)</b></li></ul>				
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