



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

**Shinagawa International School**  
**Units of Inquiry**  
**Grade 6**



<b>Transdisciplinary Theme</b>	<b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b> ; 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>Individual Identities</b>	<b>Legacies of the Ancients</b>	<b>Cultural Cartooning</b>	<b>Materials and Us</b>	<b>War and Peace</b>	<b>Entrepreneurs</b>
	<p><b>PSPE- Identity</b></p> <p>Conceptual Understandings: Phase 4</p> <p>Conceptual understandings:</p> <p>Many different and conflicting cultures influence identity formation.</p> <p>Stereotyping or prejudging can lead to misconceptions and conflict.</p> <p>The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth.</p> <p>Being emotionally aware helps us to manage relationships and support each other.</p> <p>A person's self-worth is reinforced and reflected in engagement with and/or</p>	<p><b>Social Studies</b> strand(s)</p> <p>Continuity and change through time</p> <p>Social organizations and culture</p> <p>a. Formulate and ask questions about the past the future, places and society</p> <p>b. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>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>Identify features of ancient civilisations (eg. feudal structure)</li> <li>investigate which simple machines were developed by past civilizations (for</li> </ul>	<p><b>Art</b> strand(s)</p> <p>Responding</p> <p>Conceptual understandings: Responding</p> <p>Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>We reflect and act on the responses to our creative work.</p> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>explain the cultural and historical perspectives of an artwork</li> <li>understand the role and relevance of visual arts in society</li> <li>reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</li> </ul>	<p><b>Science</b> strand(s)</p> <p>Earth and Space</p> <p>Materials and matter</p> <p>Science skills</p> <p>a. Observe carefully in order to gather data</p> <p>b. Use a variety of instruments and tools to measure data accurately</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>d. Identify or generate a question or problem to be explored</p> <p>e. Plan and carry out systematic investigations, manipulating variables as necessary</p> <p>f. Make and test predictions</p> <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><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>identify the difference between physical and chemical changes</li> <li>investigate the ways materials can be changed</li> </ul>	<p><b>Social studies</b> strand(s)</p> <p>Continuity and change through time</p> <p>Social organizations and culture</p> <p>a. Formulate and ask questions about the past the future, places and society</p> <p>b. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>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>identify examples of conflict (local and global) and describe the causes and consequences</li> <li>sequence historical events and people</li> <li>examine the stories and lives of people and groups affected by conflict</li> </ul> <p>Language: The student will be able to:</p>	<p><b>Social studies</b> strand(s)</p> <p>Human systems and economic activities</p> <p>Resources and the environment</p> <p>a. Formulate and ask questions about the past the future, places and society</p> <p>b. Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>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>evaluate the equity of different economic systems and marketplaces</li> <li>explain how supply and demand are affected by population and the availability of resources.</li> <li>explain how supply and demand are affected by population and the availability of resources.</li> </ul>



<p>service to others.</p> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time</li> <li>• examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)</li> <li>• recognize how a person's identity affects how they are perceived by others influences interactions</li> <li>• reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others</li> <li>• analyze how assumptions can lead to misconceptions</li> </ul>	<p>example, lever, ramp, pulley, screw, wheel)</p> <ul style="list-style-type: none"> <li>• assess which aspects of past civilisations have had more impact on the present day, using evidence from a variety of sources</li> <li>• analyze why and how we still use simple machines.</li> </ul> <p>Language: The student will be able to:</p> <p>Listening and Speaking:</p> <ul style="list-style-type: none"> <li>• use an increasing vocabulary and more complex sentence structure with a high level of specificity</li> <li>• use tone, register, voice level and intonation to enhance meaning</li> <li>• use speech responsibly to inform, entertain and influence others</li> </ul> <p>Viewing and presenting:</p> <ul style="list-style-type: none"> <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</li> </ul>	<p>Conceptual understandings: Creating</p> <p>We act on the responses to our artwork to inform and challenge our artistic development.</p> <p>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• adjust and refine their creative process in response to constructive criticism</li> <li>• identify factors to be considered when displaying an artwork</li> <li>• select, research and develop an idea or theme for an artwork</li> </ul> <p>Language: The student will be able to:</p> <p>Viewing and presenting</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>• realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• assess the benefits and challenges of changing materials to suit people's' needs and wants</li> <li>• recognize and report on the environmental impact of some manufacturing processes.</li> </ul> <p>Language: The student will be able to:</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>• write using a range of text types in order to communicate effectively</li> <li>• adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader.</li> <li>• use planning, drafting editing and reviewing processes independently and with increasing confidence</li> <li>• locate, organize, synthesize and present written information obtained from a variety of valid sources</li> </ul> <p>viewing and presenting:</p> <ul style="list-style-type: none"> <li>• apply knowledge of presentation techniques in original and innovative ways: explain their own ideas for achieving desired effects.</li> </ul> <p>listening and speaking:</p> <ul style="list-style-type: none"> <li>• argue persuasively to justify a point of view</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• write using a range of text types in order to communicate effectively</li> <li>• adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader.</li> <li>• use planning, drafting editing and reviewing processes independently and with increasing confidence</li> <li>• locate, organize, synthesize and present written information obtained from a variety of valid sources</li> </ul>	<p>Language: <b>The student will be able to:</b></p> <p>viewing and presenting:</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 elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects</li> <li>• apply knowledge of techniques in original and innovative ways: explain their own ideas for achieving desired effects</li> <li>• analyse how individuals' and communities' needs and/or wants are met</li> </ul>	
<p><b>Central</b></p>						



<b>Idea</b>	Personal identities change and adapt to different contexts and situations.	Past civilizations left legacies that are present today.	Art often reflects cultural experience and is influenced by technological progress.	Materials used to further human progress provide challenges and benefits for society and the environment.	Conflicts have multiple points of view and various paths to resolution.	Economic activity relies on systems of production, exchange and consumption of goods and services.
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>• Growth</li> <li>• Cycles</li> <li>• Transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity</li> <li>• Development</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Pattern</li> <li>• Opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Transformation</li> <li>• Consequences</li> <li>• Impact</li> </ul>	<ul style="list-style-type: none"> <li>• Prejudice</li> <li>• Justice</li> <li>• Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Systems</li> <li>• Interdependence</li> <li>• Citizenship</li> </ul>
<b>Inquiry Into: Concept - Line of Inquiry</b>	<ul style="list-style-type: none"> <li>• <b>Perspective</b> - How personal qualities and spirituality contribute to identities and inform worldviews</li> <li>• <b>Causation</b> - How family, peers and the media influence how individuals interact in given situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Form</b> - How past civilisations. developed and operated</li> <li>• <b>Function</b> - How past civilizations made important discoveries and inventions.</li> <li>• <b>Causation</b> - How ancient civilisations impact our lives today.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change</b> - How forms of expression adapt to evolving media.</li> <li>• <b>Connection</b> - How we observe culture through art</li> <li>• <b>Reflection</b> - How we reflect on our experiences to create art</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change</b> - Changes that materials must undergo to fulfill our needs.</li> <li>• <b>Connection</b> - How societies take advantage of the properties of materials.</li> <li>• <b>Responsibility</b> - The impact of retrieval, production and the use of materials on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation</b> - Causes of conflict.</li> <li>• <b>Perspective</b> - Various strategies used to resolve conflict.</li> <li>• <b>Responsibility</b> - Consequences and responsibilities of resolutions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Function</b> - The role of supply and demand.</li> <li>• <b>Connection</b> - The distribution of goods and services.</li> <li>• <b>Responsibility</b> - Our responsibility as consumers.</li> </ul>
<b>Subject Focus</b>						
<b>IB LP/PYP Attitudes</b>	<ul style="list-style-type: none"> <li>• Reflective, Open-minded</li> <li>• Confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledgeable</li> <li>• Appreciation, Curiosity</li> </ul>	<ul style="list-style-type: none"> <li>• Communicator, Risk-taker</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Inquirer, Caring, Principled</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective, Thinker</li> <li>• Respect, Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledgeable, Principled</li> <li>• Cooperation</li> </ul>
<b>Transdisciplinary Skills</b>	<p><b>Thinking Skills</b> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Metacognition</p> <p><b>Social Skills</b> Cooperating Respecting others Resolving Conflict</p>	<p><b>Thinking Skills</b> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Metacognition</p> <p><b>Social Skills</b> Cooperating Respecting others Group decision-making</p>	<p><b>Thinking Skills</b> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Metacognition</p> <p><b>Communication Skills</b> Reading Writing</p>	<p><b>Thinking Skills</b> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Metacognition</p> <p><b>Social Skills</b> Cooperating Respecting others Group decision-making</p>	<p><b>Thinking Skills</b> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Metacognition</p> <p><b>Social Skills</b> Cooperating Respecting others Group decision-making</p>	<p><b>Thinking Skills</b> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Metacognition</p> <p><b>Social Skills</b> Cooperating Respecting others Group decision-making</p>



	<p>Group decision-making Adopting a variety of group roles</p> <p><b>Communication Skills</b></p> <p>Reading Writing</p> <p><b>Self-Management Skills</b></p> <p>Organization Time management Healthy lifestyle Codes of behaviour Informed choices</p>	<p>Adopting a variety of group roles</p> <p><b>Communication Skills</b></p> <p>Listening Speaking Reading Writing</p> <p><b>Self-Management Skills</b></p> <p>Organization Time management Informed choices</p> <p><b>Research Skills</b></p> <p>Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings</p>	<p><b>Self-Management Skills</b></p> <p>Organization Time management Informed choices</p>	<p>Adopting a variety of group roles</p> <p><b>Communication Skills</b></p> <p>Listening Speaking Reading Writing</p> <p><b>Self-Management Skills</b></p> <p>Organization Time management Informed choices</p>	<p>Adopting a variety of group roles</p> <p><b>Communication Skills</b></p> <p>Listening Speaking Reading Writing</p> <p><b>Self-Management Skills</b></p> <p>Organization Time management Informed choices</p> <p><b>Research Skills</b></p> <p>Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings</p>	<p>Adopting a variety of group roles</p> <p><b>Communication Skills</b></p> <p>Listening Speaking Reading Writing</p> <p><b>Self-Management Skills</b></p> <p>Organization Time management Informed choices</p> <p><b>Research Skills</b></p> <p>Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings</p>
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