



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Shinagawa International School

Units of Inquiry

Grade 1



Transdisciplinary Theme	Who We Are 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.	Where We Are in Place and Time 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.	How We Express Ourselves 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	How the World Works 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.	Sharing the Planet 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	How We Organize Ourselves 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.
Unit title	Healthy Me	Exploring Outer Space	Authors and Illustrators	Simple Machines	Waste Warriors	Where We Live
	<p>PSPE strand(s) Active Living Regular exercise is part of a healthy lifestyle. Food choices can affect our health. Maintaining good hygiene can help to prevent illness. 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. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p> <p>Science strand(s) Living things Science skills a. Observe carefully in order to gather data b. Use a variety of instruments and tools to measure data accurately</p>	<p>Science strand(s) Space Science skills 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>Learning outcomes The student will be able to:</p>	<p>Language - Reading and Writing Phase 1 and 2 Conceptual understandings Illustrations convey meaning. Stories can tell about imagined worlds. We write in different ways for different purposes. People write to communicate. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p> <p>Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story 	<p>Science strand(s) Material and matter. Earth and space.</p> <p>Science skills 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>Science strand(s) Living things. Earth and space.</p> <p>Science skills 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>Learning outcomes</p>	<p>Social studies strand(s) Human and natural environments. Social organization and culture.</p> <p>Social studies skills 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>Learning outcomes The student will be able to:</p>



	<p>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>Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> Recognize the importance of regular exercise in the development of well-being. Identify healthy food choices Communicate their understanding of the need for good hygiene practices demonstrate an awareness of how being active contributes to good health demonstrate an awareness of basic hygiene in their daily routines identify the major food groups and be aware of the role they play in human development. 	<ul style="list-style-type: none"> 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 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> create illustrations to match their own written text demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality connect written codes with the sounds of spoken language and reflect this understanding when recording ideas enjoy writing and value their own efforts 	<p>Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> investigate which simple machines were developed by past civilizations (for example, lever, ramp, pulley, screw, wheel) explore the principle of using gears to provide more work for less energy analyse why and how we still use simple machines. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> investigate ways that familiar materials can be reused group materials on the basis of properties for the purpose of recycling describe how a particular material is recycled Identify or generate a question or problem to be explored in relation to human impact on the local environment Identify ways that science knowledge is used in the care of the local environment and suggest changes. 	<ul style="list-style-type: none"> Identifying the activities located in their place, for example, retailing, medical, 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 Locating and labelling their home on a map, showing their daily route to school and describing the features they pass Developing a table to show the significant features or uses of different places
<p>Central Idea</p>	<p>People make choices that affect their health.</p>	<p>People develop an understanding of the Earth's position through exploration and discovery.</p>	<p>People write in different ways to express ideas.</p>	<p>People develop simple machines for different purposes.</p>	<p>People can make choices to help the environment.</p>	<p>Public places have different uses that help the community.</p>
<p>Related</p>						



Concepts	<ul style="list-style-type: none"> Choice Balance 	<ul style="list-style-type: none"> Space Exploration Planets 	<ul style="list-style-type: none"> Creativity Imagery Narrative 	<ul style="list-style-type: none"> Motion Materials Push and pull Friction 	<ul style="list-style-type: none"> Resources Interdependence Conservation 	<ul style="list-style-type: none"> Community Access
Inquiry Into: Concept - Lines of Inquiry	<ul style="list-style-type: none"> Function- Various ways to exercise Connection- How we can make balanced choices. Perspective- How we can improve our health. 	<ul style="list-style-type: none"> Form - Characteristics of different planets. Connection -Relationship between the Earth, Sun and Moon. Change - Space exploration through time. 	<ul style="list-style-type: none"> Form- Purposes of communications. Perspective- How different written forms of communication represent different ideas. Connection- The connection between illustration and written text. 	<ul style="list-style-type: none"> Function - How machines function. Causation - Impact of machines on our world. Change - How forces can change the shape, position and direction of objects. 	<ul style="list-style-type: none"> Form - Ways to reuse, reduce and recycle. Causation - The impact of people's choices on the environment. Responsibility - Caring for the local environment. 	<ul style="list-style-type: none"> Form- Purposes of public and private spaces. Function- Jobs and services that support the community. Connection- People use maps to navigate public places.
Subject Focus	Language Science PSPE	Language Science Math	Language Arts	Language Science Math	Language Science Social studies	Language Social studies
IB LP	<ul style="list-style-type: none"> Balanced, Reflective 	<ul style="list-style-type: none"> Open-minded 	<ul style="list-style-type: none"> Communicators 	<ul style="list-style-type: none"> Inquirers, Thinkers 	<ul style="list-style-type: none"> Caring, Principled 	<ul style="list-style-type: none"> Open minded
Approaches to Learning	<ul style="list-style-type: none"> Thinking Skills Research Skills Social Skills Communication Skills Self management Skills 	<ul style="list-style-type: none"> Thinking Skills Research Skills Social Skills Communication Skills Self management Skills 	<ul style="list-style-type: none"> Thinking Skills Research Skills Social Skills Communication Skills Self management Skills 	<ul style="list-style-type: none"> Thinking Skills Research Skills Social Skills Communication Skills Self management Skills 	<ul style="list-style-type: none"> Thinking Skills Research Skills Social Skills Communication Skills Self management Skills 	<ul style="list-style-type: none"> Thinking Skills Research Skills Social Skills Communication Skills Self management Skills



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