



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

**Shinagawa International School**

**Units of Inquiry**

**Grade 2**



Transdisciplinary Theme	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	Sharing the Planet	How We Organize Ourselves
Unit title	Our Communities	Changing Places	Moving Expression	Building Up!	It's a Habitat!	Organizing Help
	<p><b>Social studies strand(s)</b>  <b>Social studies skills</b>  <b>a. Formulate and ask questions about the past, the future, places and society</b>  <b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b>  <b>c. Orientate in relation to place and time</b>  <b>d. Identify roles, rights and responsibilities in society</b>            e. Assess the accuracy, validity and possible bias of sources</p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>describe and compare the various communities to which he or she belongs</li> <li>explain how communities have natural and constructed features</li> <li>recognize the components of a local community</li> </ul>	<p><b>Social studies strand(s)</b> Human systems and economic activities            Continuity and change through time            Resources and the environment  <b>Social studies skills</b>  <b>a. Formulate and ask questions about the past, the future, places and society</b>  <b>b. Use and analyse evidence from a variety of historical, geographical and societal sources</b>  <b>c. Orientate in relation to place and time</b>  <b>d. Identify roles, rights and responsibilities in society</b>            e. Assess the accuracy, validity and possible bias of sources</p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>identify reasons why people migrate</li> <li>analyse ways that people adapt when they move from one place to another</li> </ul>	<p><b>Arts- Responding and Creating</b>            Phase 2            We can reflect on and learn from the different stages of creating.            There is a relationship between the artist and the audience.            We can communicate our ideas, feelings and experiences through our artwork.            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><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>interpret and communicate feeling, experience and narrative through dance</li> <li>design a dance phrase with a beginning, middle and ending</li> <li>create movement that explores dimensions of direction, level and shape</li> <li>consider and maintain appropriate behaviours in</li> </ul>	<p><b>Science strand(s)</b>            Living things.            Materials and matter.            Forces and energy.  <b>Science skills</b>  <b>a. Observe carefully in order to gather data</b>  <b>b. Use a variety of instruments and tools to measure data accurately</b>  <b>c. Use scientific vocabulary to explain their observations and experiences</b>  <b>d. Identify or generate a question or problem to be explored</b>  <b>e. Plan and carry out systematic Investigations, manipulating variables as necessary</b>  <b>f. Make and test predictions</b>  <b>g. Interpret and evaluate data gathered in order to draw conclusions</b>            h. Consider scientific models and applications of these models (including their limitations)</p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p>	<p><b>Science strand(s)</b>            Living things  <b>Science skills</b>  <b>a. Observe carefully in order to gather data</b>  <b>b. Use a variety of instruments and tools to measure data accurately</b>  <b>c. Use scientific vocabulary to explain their observations and experiences</b>  <b>d. Identify or generate a question or problem to be explored</b>  <b>e. Plan and carry out systematic investigations, manipulating variables as necessary</b>  <b>f. Make and test predictions</b>  <b>g. Interpret and evaluate data gathered in order to draw conclusions</b>            h. Consider scientific models and applications of these models (including their limitations)</p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p>	<p><b>Social studies strand(s)</b>            Human systems and economic activities.            Human and natural environments.  <b>Social studies skills</b>  <b>a. Formulate and ask questions about the past, the future, places and society</b>  <b>b. Use and analyse evidence from a variety of historic geographical and societal sources</b>  <b>c. Orientate in relation to place and time</b>  <b>d. Identify roles, rights and responsibilities in society</b>            e. Assess the accuracy, validity and possible bias of sources</p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>explain the purpose of rules and responsibilities in a workplace</li> <li>construct visual representations (for example,</li> </ul>



	<ul style="list-style-type: none"> <li>identify the contributions of different members of a community</li> <li>create and share his or her own story about being a community member</li> </ul>	<ul style="list-style-type: none"> <li>identify the long-term and short-term effects of migration</li> <li>compare and contrast two or more different human migrations.</li> </ul>	<p>dance and drama, as an audience member or as a performer, by listening, watching and showing appreciation.</p> <ul style="list-style-type: none"> <li>share dance and drama with different audiences by participating, listening and watching</li> </ul>	<ul style="list-style-type: none"> <li>investigate how buildings and other structures stand up (for example, piles, buttresses, I-beam girder)</li> <li>investigate the construction of a building or structure and identify the materials used</li> <li>critique the impact of a structure on the natural environment</li> <li>explain people's responsibility regarding the use of materials from the environment.</li> </ul>	<ul style="list-style-type: none"> <li>recognize the ways in which plants and animals have adapted over time</li> <li>make links between different features of the environment and the specific needs of living things</li> <li>assess the impact that changes in environmental conditions can have on living things</li> <li>investigate the responses of plants or animals to changes in their habitats.</li> </ul>	<p>graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within a workplace</p> <ul style="list-style-type: none"> <li>plan and create a system of organization (for example, for his or her desk, classroom, school)</li> <li>suggest improvements to organizational systems already in place in his or her home or school.</li> </ul>
<b>Central Idea</b>	Communities are connected by values.	Human migration corresponds with changing needs.	People use body movements to express themselves.	Design and construction depend on our understanding of materials and environment.	Habitats are interdependent.	People create organizations to solve problems and support progress.
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>Roles</li> <li>Beliefs</li> <li>Behavior</li> </ul>	<ul style="list-style-type: none"> <li>Sequences</li> <li>Networks</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Consequences</li> <li>Transformation</li> </ul>	<ul style="list-style-type: none"> <li>Adaptation</li> <li>Plants</li> <li>Food chains</li> </ul>	<ul style="list-style-type: none"> <li>Systems</li> <li>Structures</li> <li>Roles</li> <li>Initiative</li> <li>Charity</li> </ul>
<b>Inquiry Into: Concept - Lines of Inquiry</b>	<ul style="list-style-type: none"> <li><b>Form</b>- The different types of communities.</li> <li><b>Perspective</b>- The different viewpoints lead to different cultures.</li> <li><b>Causation</b>- How our community influences our choices and actions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Causation</b>- Why human beings migrate.</li> <li><b>Connection</b> - Maintaining cultural identity.</li> <li><b>Change</b> - Modes of migration.</li> </ul>	<ul style="list-style-type: none"> <li><b>Form</b>-The ways people use their bodies to express emotion.</li> <li><b>Function</b>- How drama is used to express ideas.</li> <li><b>Perspective</b>- How the audience views performers.</li> </ul>	<ul style="list-style-type: none"> <li><b>Causation</b>- The impact of buildings and structures on the environment.</li> <li><b>Change</b>- The evolution of architectural techniques over time in a given place.</li> <li><b>Connection</b>- The choice of materials are connected to needs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Form</b>- What habitats are.</li> <li><b>Change</b>- Living things adapt to grow and survive.</li> <li><b>Responsibility</b>- The ways that humans impact habitats, both positively and negatively.</li> </ul>	<ul style="list-style-type: none"> <li><b>Function</b>- Purpose of organization.</li> <li><b>Form</b>- Structures within an organization.</li> <li><b>Responsibility</b>- The responsibilities of organizations.</li> </ul>
<b>Subject Focus</b>	<ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Arts</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Science</li> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> </ul>
<b>IB LP</b>	<ul style="list-style-type: none"> <li>Principled, Open-minded</li> </ul>	<ul style="list-style-type: none"> <li>Inquirer, Open-minded</li> </ul>	<ul style="list-style-type: none"> <li>Thinker, Communicator, Reflective</li> </ul>	<ul style="list-style-type: none"> <li>Balanced</li> </ul>	<ul style="list-style-type: none"> <li>Inquirer, Caring, Balanced</li> </ul>	<ul style="list-style-type: none"> <li>Knowledgeable</li> </ul>



Approaches to Learning	<ul style="list-style-type: none"><li>• Thinking Skills</li><li>• Research Skills</li><li>• Social Skills</li><li>• Communication Skills</li><li>• Self management Skills</li></ul>	<ul style="list-style-type: none"><li>• Thinking Skills</li><li>• Research Skills</li><li>• Social Skills</li><li>• Communication Skills</li><li>• Self management Skills</li></ul>	<ul style="list-style-type: none"><li>• Thinking Skills</li><li>• Research Skills</li><li>• Social Skills</li><li>• Communication Skills</li><li>• Self management Skills</li></ul>	<ul style="list-style-type: none"><li>• Thinking Skills</li><li>• Research Skills</li><li>• Social Skills</li><li>• Communication Skills</li><li>• Self management Skills</li></ul>	<ul style="list-style-type: none"><li>• Thinking Skills</li><li>• Research Skills</li><li>• Social Skills</li><li>• Communication Skills</li><li>• Self management Skills</li></ul>	<ul style="list-style-type: none"><li>• Thinking Skills</li><li>• Research Skills</li><li>• Social Skills</li><li>• Communication Skills</li><li>• Self management Skills</li></ul>
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**Address:** 4-8-8 Higashishinagawa, Shinagawa, Tokyo 140-0002.

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

**Website:** <http://sistokyo.jp>