



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Shinagawa International School

Units of Inquiry

Grade 3



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 Bodies	World Geography	Persuasive Art	The Shape of Our Earth	Natural Resources	Signs and Symbols
	<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 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 a necessary f. Make and test predictions g. Interpret and evaluate data gathered in order draw conclusions h. Consider scientific models and application of these models (including their limitations)</p> <p>PSPE Active Living - Phase 3 People go through different life stages, developing at different rates from one another. There are positive and negative outcomes for taking personal and</p>	<p>Social studies strand(s) Continuity and change through time Human and natural environments 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> <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 	<p>Arts- Responding and Creating Visual Arts Phase 2 and 3 We can communicate our ideas, feelings and experiences through our artwork. Applying a range of strategies helps us to express ourselves. There are different kinds of audiences responding to different arts. We make connections between our artwork and that of others to extend our thinking.</p> <p>Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> • demonstrate control of tools, materials and processes • combine a variety of formal elements to communicate ideas, feelings and/or experiences • identify the stages of their own and others' creative processes • consider their audience when creating artwork. 	<p>Science strand(s) Earth and 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 a necessary f. Make and test predictions g. Interpret and evaluate data gathered in order draw conclusions h. Consider scientific models and application of these models (including their limitations)</p> <p>Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> • identify the long-term and short-term changes on Earth 	<p>Social studies strand(s) Human systems and economic activities Resources and the environment 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> <ul style="list-style-type: none"> • discuss what is meant by a "limited resource" • create a list of practices that could be used to maintain natural resources at home and in school 	<p>Social studies strand(s) Human systems and economic activities Social organization and culture 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> <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



	<p>group risks that can be evaluated in order to maximize enjoyment and promote safety.</p> <p>Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> • understand how daily practices influence short- and long-term health • understand that there are substances that can cause harm to health • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • describe the simple functions of the basic parts of the digestive system in humans • Describe the main body parts and internal organs (skeletal, muscular and digestive system) 	<p>various regions and different ways of representing the world</p> <ul style="list-style-type: none"> • Explain how people's perceptions and representations of place have changed over time • Explore the evidence that helps people learn about places and their inhabitants. 		<p>(for example, plate tectonics, erosion, floods, deforestation)</p> <ul style="list-style-type: none"> • describe how natural phenomena shape the planet • identify the evidence that the Earth has changed (for example, land formations in local environment) • 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. 	<ul style="list-style-type: none"> • reflect on and self-assess his or her personal use of natural resources • analyse ways in which humans use the natural environment 	<p>communications technology on everyday communication</p> <ul style="list-style-type: none"> • demonstrate how non-verbal communication allows people to transcend language barriers.
<p>Central Idea</p>	<p>Interactions within the human body contribute to health and survival.</p>	<p>Understanding our place in the world in relation to others help us develop a global perspective.</p>	<p>Various visual art forms can be used to affect other people.</p>	<p>Earth is shaped through continuing changes.</p>	<p>Living things depend on natural resources for survival.</p>	<p>Signs and symbols are part of human made systems that help local and global communication.</p>
<p>Related Concepts</p>	<ul style="list-style-type: none"> • Body organs • Systems(Muscular, skeletal, digestive and circulatory) 	<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 • Natural resources • Mining • Extracting 	<ul style="list-style-type: none"> • Communication • Systems • Structure • Codes • Sign language



<p>Inquiry Into: Concept - Lines of Inquiry</p>	<ul style="list-style-type: none"> ● Function- How body systems and organs work. ● Connection- How body systems are connected. ● Causation- Effect of lifestyle choices on these systems. 	<ul style="list-style-type: none"> ● Form- How we represent place. ● Perspective- Representations of place through time. ● Connection- The relationship of our location and people 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 determine one's choice of art forms. 	<ul style="list-style-type: none"> ● Form- Different natural features of the Earth. ● Connection- How the different parts of the Earth are interrelated. ● Change- Why the Earth has changed and is continuing to change. 	<ul style="list-style-type: none"> ● Causation- Effects of human activities on the environment. ● Form- The natural resources people use. ● Function- How humans find and extract natural resources. 	<ul style="list-style-type: none"> ● Function- How familiar sign symbols are used worldwide. ● Connection- How people communicate meaning through symbols. ● Form- Specialized systems of communication.
<p>Subject Focus</p>	<ul style="list-style-type: none"> ● Language ● Science ● PSPE 	<ul style="list-style-type: none"> ● Language ● Social Studies ● Math 	<ul style="list-style-type: none"> ● Language ● Arts 	<ul style="list-style-type: none"> ● Language ● Science 	<ul style="list-style-type: none"> ● Language ● Social Studies 	<ul style="list-style-type: none"> ● Language ● Social Studies
<p>IB LP</p>	<ul style="list-style-type: none"> ● Risk-Taker, Caring 	<ul style="list-style-type: none"> ● Knowledgeable, Open-Minded 	<ul style="list-style-type: none"> ● Principled, Communicator 	<ul style="list-style-type: none"> ● Inquirer 	<ul style="list-style-type: none"> ● Balanced, Caring 	<ul style="list-style-type: none"> ● Communicator, Thinker
<p>Approaches to Learning</p>	<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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