



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Shinagawa International School

Units of Inquiry

Grade 4



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	Mental Strength	Explorers	My Beliefs	We Have Energy!	Children of the World	Communicating to All
	<p>PSPE Identity 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</p>	<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 as necessary f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions h. Consider scientific models and applications</p>	<p>Social studies strand(s) Social organization and culture Continuity and change through Time 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 Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> distinguish between personal beliefs and belief systems identify the source of beliefs 	<p>Science strand(s) Earth and space. Forces and energy. 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>Social studies strand(s) 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 Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> Explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures 	<p>Language Viewing and Presenting Phase 4 Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet. Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> view, respond to and describe visual information, communicating understanding in oral, written and visual form describe personal reactions to visual messages; reflect on why others may perceive the images differently interpret visual cues in order to analyse and make



<p>supports our efforts to be more autonomous.</p> <p>Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being. identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions recognize personal qualities, strengths and limitations reflect on how they cope with change in order to approach and manage situations of adversity use understanding of their own emotions to interact positively with others 	<p>of these models (including their limitations)</p> <p>Social studies strand(s) Human systems and economic activities Continuity and change through time Human and natural environments</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> <ul style="list-style-type: none"> identify the reasons why people feel compelled to explore the unknown investigate the impact of exploration on people in the past, present and future analyse how available technology influences people's abilities to navigate demonstrate an understanding of methods of 	<ul style="list-style-type: none"> reflect upon how beliefs affect the individual and society. <p>Arts- Creating-Visual Arts Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> show awareness of the affective power of visual arts make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures create artwork for a specific audience use a personal interest, belief or value as the starting point to create a piece of artwork use a range of strategies to solve problems during the creative process. 	<p>Learning outcomes The student will be able to:</p> <ul style="list-style-type: none"> identify and describe different forms of energy demonstrate how energy can be stored and transformed from one form to another (for example, storage of fat, batteries as a store of energy) explain the impact of diet in providing the body with sources of potential energy assess renewable and sustainable energy sources (for example, wind, solar, water) examine ways in which the local community could be improved in relation to the conservation of energy. 	<ul style="list-style-type: none"> Analyse a variety of sources that describe the risks and challenges that children face Describe how organizations and individuals meet the needs and wants of children Suggest ways in which an individual can overcome adversity 	<p>inferences about the intention of the message</p> <ul style="list-style-type: none"> explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response discuss a newspaper report and tell how the words and pictures work together to convey a particular message prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications
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		navigation (for example, stars, compasses, satellites).				
Central Idea	Success, challenge and failure strengthen personal identity.	Explorations lead to discovery and develops new understandings.	Values and beliefs influence personal expression.	Human energy use has consequences for progress and the environment.	Children encounter different challenges and opportunities.	Media changes the ways in which people access information and connect to each other.
Related Concepts	<ul style="list-style-type: none"> Psychology Neuroscience 	<ul style="list-style-type: none"> Consequences Discovery Geography 	<ul style="list-style-type: none"> Style Interpretation 	<ul style="list-style-type: none"> Electrical energy Kinetic energy Motion 	<ul style="list-style-type: none"> Charity Circumstance Organizations 	<ul style="list-style-type: none"> Access Network Citizenship
Inquiry Into: Concept - Line of Inquiry	<ul style="list-style-type: none"> Function - How our brain works. Responsibility - Different factors support personal achievement and development of personal identities Perspective - The ways people respond positively to challenges and failure 	<ul style="list-style-type: none"> Causation - Reasons, feelings and attitudes towards exploration Function - What we learn through exploration Connection - The tools and methods of navigation 	<ul style="list-style-type: none"> Form - The different ways people express their values and beliefs. Perspective - How people interpret artwork. Function - How we learn from art. 	<ul style="list-style-type: none"> Form - The ways in which we obtain and use energy. Causation - The impact of energy use on our lives and environment. Responsibility - How people are responsible for energy use 	<ul style="list-style-type: none"> Form - Different lifestyles around the world. Change- The variations of needs and rights through time and place. Perspective - How children feel about their lives. 	<ul style="list-style-type: none"> Function - How media works. Change - Changes in communication. Connection - Using media to help people around the world.
Subject Focus	<ul style="list-style-type: none"> Language PSPE Science 	<ul style="list-style-type: none"> Language Science Social Studies Math 	<ul style="list-style-type: none"> Language Arts Social Studies 	<ul style="list-style-type: none"> Language Science Math 	<ul style="list-style-type: none"> Language Social Studies 	<ul style="list-style-type: none"> Language Social Studies
IB LP	<ul style="list-style-type: none"> Risk-taker, Reflective 	<ul style="list-style-type: none"> Inquirers, Knowledgeable 	<ul style="list-style-type: none"> Communicators, Thinkers 	<ul style="list-style-type: none"> Knowledgeable, Balanced 	<ul style="list-style-type: none"> Caring, Open Minded 	<ul style="list-style-type: none"> Principled, Communicators



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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