



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Shinagawa International School

Units of Inquiry

Grade 5



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	Human Rights	Japan Through Time	Express Myself	What's the Matter?	Natural Environments	Government Systems
	<p>Social studies strand(s) Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse 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>Learning outcomes</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> examine how the rights of a person in a particular society directly affect their responsibilities explore issues relating to people's rights, roles and responsibilities in relation to his or her own and other cultures governmental systems and decisions can promote or 	<p>Social Studies strand(s) Continuity and change through time</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse 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>Learning outcomes</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. judge the significance of the relative location of a place. Examples: proximity to a harbor, on trade routes and analyze how relative advantages and 	<p>PSPE Identity Phase 3 and 4 A person's self-concept is influenced by how others regard and treat him or her. Many different and conflicting cultures influence identity formation.</p> <p>Arts - Creating Phase 3 and 4 We can explore our personal interests, beliefs and values through arts. We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p>Learning outcomes</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> 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 recognize how a person's identity affects how they are perceived by others and influences interactions identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued 	<p>Science strand(s) 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>Learning outcomes</p> <p>The student will be able to:</p>	<p>Science strand(s) Living things</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 explored</p> <p>e. Plan and carry out systematic investigation 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 application of these models (including their limitations)</p> <p>Learning outcomes</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> describe the interactions of living things within and between ecosystems examine interactions between living things and nonliving parts of the environment 	<p>Social Studies strand(s) Human systems and economic activities</p> <p>Social organization and culture</p> <p>Social studies skills</p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse 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>Learning outcomes</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> recognize the elements of major political systems(for example, monarchy, democracy, dictatorship) identify and describe means by which citizens can monitor and influence the actions of their governments and vice versa explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals,



	<p>deny equal opportunities and social justice.</p> <ul style="list-style-type: none"> explore a range of political leaders (for example, local, regional, national or international) and the impact they have on the rights of individuals, groups and society. 	<p>disadvantages can change over time.</p> <ul style="list-style-type: none"> pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. summarize the key events of the era they are studying and explain the historical contexts of those events. identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places identify and interpret the multiple causes and effects of historical events. 	<ul style="list-style-type: none"> analyse and integrate the reflections of others into the creative process when evaluating and improving. develop an awareness of their personal preferences How assumptions can lead to misconceptions. 	<ul style="list-style-type: none"> identify the difference between physical and chemical changes investigate the ways materials can be changed assess the benefits and challenges of changing materials to suit people's needs and wants recognize and report on the environmental impact of some manufacturing processes. 	<ul style="list-style-type: none"> recognize that solar energy sustains ecosystems through a transformation of energy investigate the conservation of energy ecosystems analyse the effects of changing a link in a food web explain how human activities can have position or adverse effects on local and other environments (for example, waste disposal, agriculture, industry). 	<p>groups and society.</p>
Central Idea	Human rights and responsibilities are shared across cultures.	Historical record connects people to the past and provide unique perspectives that help to determine the future.	Identity is expressed through personal presentation.	States of matters used to further human progress provide challenges and benefits for society and the environment.	Biological and human systems are affected by their interdependence and diversity.	Government systems influence and shape society.
Related Concepts	<ul style="list-style-type: none"> Rights Values Systems 	<ul style="list-style-type: none"> Similarities Differences 	<ul style="list-style-type: none"> Behaviour Communication Impact 	<ul style="list-style-type: none"> Transformation Structures Sustainability 	<ul style="list-style-type: none"> Interdependence Impact Adaptation Classification 	<ul style="list-style-type: none"> Interdependence Rights Systems
Inquiry Into: Concept - Line of Inquiry	<ul style="list-style-type: none"> Connection - How rights are viewed globally. Function - How rights are granted. Responsibility - Actions required to protect rights. 	<ul style="list-style-type: none"> Perspective - Points of view and how they change. Connection - The link between Japan and world events. Responsibility - The impact of written fact (how we record history). 	<ul style="list-style-type: none"> Causation - How personal choices affect others. Perspective - How we communicate our identity. Responsibility - Public perception of personal presentation. 	<ul style="list-style-type: none"> Function - Humans use research skills to investigate the properties of matter. Connection - How societies take advantage of the different properties of matter. Change - Conditions that cause physical and chemical changes in matter. 	<ul style="list-style-type: none"> Form - How we define biomes, ecosystems, environments, and biodiversity. Causation - Why systems are interdependent. Responsibility - How balance is maintained among systems. 	<ul style="list-style-type: none"> Form - Different forms of government in the world. Perspective - What it means to be a citizen. Responsibility - The impact of government on society.
Subject Focus	<ul style="list-style-type: none"> Language Social Studies 	<ul style="list-style-type: none"> Language Social Studies 	<ul style="list-style-type: none"> Language Arts PSPE 	<ul style="list-style-type: none"> Language Science 	<ul style="list-style-type: none"> Language Science 	<ul style="list-style-type: none"> Language Social Studies



IB LP	<ul style="list-style-type: none"> Principled, Risk-taker 	<ul style="list-style-type: none"> Reflective, Inquirer 	<ul style="list-style-type: none"> Communicator, Open-minded 	<ul style="list-style-type: none"> Inquirer, Caring, Principled 	<ul style="list-style-type: none"> Balanced, Principled, Caring 	<ul style="list-style-type: none"> Principled, Reflective
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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