



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

**Shinagawa International School**

**Units of Inquiry**

**Grade 6**



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	Individual Identities	Legacies of the Ancients	Music, Media and Me	Materials and Us	War and Peace	Marketplace
	<p><b><u>PSPE- Identity and Active Living Phase 4</u></b>            The physical changes people experience at different stages in their lives affect their evolving identities.            There are physical, social and emotional changes associated with puberty.</p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>examine the complexity of their own evolving identities</li> <li>understand the interdependence of factors that can affect the health and well-being</li> <li>identify and discuss the changes that occur during puberty and their impact on well-being</li> </ul>	<p><b><u>Social Studies strand(s)</u></b>            Continuity and change through time            Social organizations and culture</p> <p><b>a. Formulate and ask questions about the past the future, places and society</b>  <b>b. Use and analyze 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>  <b>e. Assess the accuracy, validity and possible bias of sources</b></p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify features of ancient civilisations (eg. feudal structure)</li> <li>investigate which simple machines were developed by past civilizations (for</li> </ul>	<p><b><u>Art strand(s) Responding and Creating</u></b>            People communicate across cultures, places and times through arts.            The arts provide us with multiple perspectives.            We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>explore different artistic presentations that are/were innovative and their implications</li> <li>explain the role and relevance of music in their own culture, its uses and associations through place and time</li> <li>incorporate the other arts and available resources in order to broaden their creative expression</li> </ul>	<p><b><u>Science strand(s)</u></b>            Living things            Earth and space            Forces and energy            Science skills</p> <p><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 investigation 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>  <b>h. Consider scientific models and applications of these models (including their limitations)</b></p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>analyse the way in which technology supports the functioning of workplaces (for example, schools)</li> <li>investigate technology</li> </ul>	<p><b><u>Social studies strand(s)</u></b>            Continuity and change through time            Social organizations and culture</p> <p><b>a. Formulate and ask questions about the past the future, places and society</b>  <b>b. Use and analyze 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>  <b>e. Assess the accuracy, validity and possible bias of sources</b></p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>practice techniques of mediation and negotiation within the class and/or school community</li> <li>document examples of conflict (local and global) and identify</li> </ul>	<p><b><u>Social studies strand(s)</u></b>            Human systems and economic activities            Resources and the environment</p> <p><b>a. Formulate and ask questions about the past the future, places and society</b>  <b>b. Use and analyze 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>  <b>e. Assess the accuracy, validity and possible bias of sources</b></p> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>analyse how individuals' and communities' needs and/or wants are met</li> <li>evaluate the equity of different economic systems and marketplaces</li> </ul>



		<ul style="list-style-type: none"> <li>example, lever, ramp, pulley, screw, wheel)</li> <li>assess which aspects of past civilisations have had more impact on the present day, using evidence from a variety of sources</li> <li>analyze why and how we still use simple machines.</li> </ul>	<ul style="list-style-type: none"> <li>describe the impact of communications technology on music</li> </ul>	<ul style="list-style-type: none"> <li>developments</li> <li>examine the impact of particular technologies on sustainability</li> <li>suggest areas for future technological advances.</li> </ul>	<ul style="list-style-type: none"> <li>the causes and consequences</li> <li>evaluate effectiveness of real-life conflict management (for example, research and analyse a global conflict situation)</li> <li>reflect on his or her own strategies in dealing with situations of personal conflict.</li> </ul>	<ul style="list-style-type: none"> <li>develop criteria for ethical practices regarding products and services</li> <li>explain how supply and demand are affected by population and the availability of resources.</li> </ul>
<b>Central Idea</b>	People change physically, emotionally, intellectually and socially.	Past civilizations left legacies that are present today.	Art often reflects cultural experience and is influenced by technological progress.	Scientific understanding constantly evolves to make advancements in society.	Conflicts have multiple points of view and various paths to resolution.	Economic activity relies on systems of production, exchange and consumption of goods and services.
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>Growth</li> <li>Maturity</li> <li>Reproduction</li> </ul>	<ul style="list-style-type: none"> <li>Continuity</li> <li>Development</li> <li>Technology</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation</li> <li>Pattern</li> <li>Opinion</li> </ul>	<ul style="list-style-type: none"> <li>Transformation</li> <li>Relationships</li> <li>Robotics</li> <li>Space exploration</li> </ul>	<ul style="list-style-type: none"> <li>Prejudice</li> <li>Justice</li> <li>Behavior</li> </ul>	<ul style="list-style-type: none"> <li>Systems</li> <li>Interdependence</li> <li>Citizenship</li> </ul>
<b>Inquiry Into: Concept</b> - Line of Inquiry	<ul style="list-style-type: none"> <li><b>Change</b> - Bodies mature into adulthood.</li> <li><b>Causation</b> - Factors that contribute to well-being during adolescence.</li> <li><b>Connection</b> - How relationships contribute to agency.</li> </ul>	<ul style="list-style-type: none"> <li><b>Form</b> - How past civilisations developed and operated.</li> <li><b>Function</b> - How past civilizations made important discoveries and inventions.</li> <li><b>Causation</b> - How ancient civilisations impact our lives today.</li> </ul>	<ul style="list-style-type: none"> <li><b>Change</b> - How forms of musical expression change with evolving media.</li> <li><b>Connection</b> - How we observe culture through music.</li> <li><b>Perspective</b> - How we use our experiences to create and appreciate music.</li> </ul>	<ul style="list-style-type: none"> <li><b>Change</b> - Advances in scientific knowledge and understanding.</li> <li><b>Connection</b> - The role of technology in scientific understanding</li> <li><b>Causation</b> - The effects of scientific advances</li> </ul>	<ul style="list-style-type: none"> <li><b>Causation</b> - Causes of conflict.</li> <li><b>Perspective</b> - Various strategies used to resolve conflict.</li> <li><b>Responsibility</b> - Consequences and responsibilities of resolutions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Function</b> - The role of supply and demand.</li> <li><b>Connection</b> - The distribution of goods and services.</li> <li><b>Responsibility</b> - Our responsibility as consumers.</li> </ul>
<b>Subject Focus</b>	<ul style="list-style-type: none"> <li>Language</li> <li>PSPE</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>Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> <li>Math</li> </ul>
<b>IB LP</b>	<ul style="list-style-type: none"> <li>Reflective, Open-minded</li> </ul>	<ul style="list-style-type: none"> <li>Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>Communicator, Risk-taker</li> </ul>	<ul style="list-style-type: none"> <li>Knowledgeable, Thinker</li> </ul>	<ul style="list-style-type: none"> <li>Reflective, Thinker</li> </ul>	<ul style="list-style-type: none"> <li>Knowledgeable, Principled</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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SCHOOL**

**Address: 4-8-8 Higashishinagawa, Shinagawa, Tokyo 140-0002.**

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

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