



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

**Shinagawa International School**

**Units of Inquiry**

**Kindergarten**



Transdisciplinary Theme	<b>Who We Are</b> 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.	<b>Where We Are in Place and Time</b> 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.	<b>How We Express Ourselves</b> 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.	<b>How the World Works</b> 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.	<b>Sharing the Planet</b> 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.	<b>How we organize ourselves</b> 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	Watch Me Grow!	My Family Story	Culture on Display	Going in Cycles	We Love Water!	Let's Transport!
	<p><b><u>PSPE Identity and Active Living Phase 1</u></b></p> <p>Conceptual understandings: Each person is an individual. As people grow and change they develop new skills, understandings and abilities. Knowing how we are similar to and different from others helps shape our understanding of self. Reflecting on our experiences helps us to understand ourselves better. Our bodies change as we grow.</p> <p><b>Learning outcomes</b> <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>identify themselves in relation to others (for example, family, peers school class, ethnicity, gender)</li> </ul>	<p><b><u>Social Studies</u></b> strand(s) Social organization and culture. Continuity and change through time.</p> <p><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>            d. Identify roles, rights and responsibilities in society            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>Analyse families in the present with those from the recent past (the families of</li> </ul>	<p><b><u>Arts Responding - Dance and Visual Arts</u></b></p> <p>We enjoy and experience different forms of arts. The art is a means of communication and expression. People share art with others.</p> <p><b>Learning outcomes</b> <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>show curiosity about live and recorded dance performances</li> <li>describe the ideas and feelings communicated through body movements</li> <li>enjoy experiencing artworks</li> <li>describe what they notice about an artwork</li> <li>communicate their initial responses to an artwork in visual, oral or physical modes</li> </ul>	<p><b><u>Science</u></b> strand(s) Living things</p> <p><b>Science skills</b>  <b>a. Observe carefully in order to gather data</b>            b. Use a variety of instruments and tools to measure data accurately  <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>            e. Plan and carry out systematic investigations, manipulating variables as necessary  <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><u>Science</u></b> strand(s) Earth and space</p> <p><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>            d. Identify or generate a question or problem to be explored            e. Plan and carry out systematic investigations, manipulating variables as necessary  <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><u>Social studies</u></b> strand(s) Human systems and economic activities Social organization and culture</p> <p><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>            d. Identify roles, rights and responsibilities in society            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 how they have grown and changed</li> <li>describe some physical and personal characteristics and personal preferences</li> <li>talk about similarities and differences between themselves and others</li> <li>explore and reflect on the changing capabilities of the human body</li> <li>reflect on their experiences in order to build a deeper understanding of self</li> </ul>	<p>parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended).</p> <ul style="list-style-type: none"> <li>Identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children’s cultural backgrounds.</li> <li>Describe photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed.</li> <li>Explore how families influence the individual</li> <li>Describe how artifacts, heirlooms and rituals are evidence of cultural identity</li> <li>represent people, events and places chronologically compare and contrast current family experiences with those of a previous generation.</li> </ul>		<p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>describe the life cycles of a variety of living things (for example, a range of animals and plants)</li> <li>compare the life cycles of different living things</li> <li>identify the common components of life cycles (for example, birth, growth, maturity, reproduction, death)</li> <li>investigate the responses of plants or animals to changes in their habitats.</li> </ul>	<p><b>Social studies strand(s)</b>  Resources and the environment  <b>Social studies skills</b></p> <ol style="list-style-type: none"> <li>Formulate and ask questions about the past, the future, places and society</li> <li>Use and analyse evidence from a variety of historical, geographical and societal sources</li> <li>Orientate in relation to place and time</li> <li><b>Identify roles, rights and responsibilities in society</b></li> <li>Assess the accuracy, validity and possible bias of sources</li> </ol> <p><b>Learning outcomes</b>  <b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>recognize that water exists in the air in different forms</li> <li>explore the impact of the sun on the availability of water</li> <li>describe how water sustains life</li> <li>explain why fresh water is a limited resource</li> <li>identify water issues and propose solutions for responsible, equitable water use.</li> </ul>	<ul style="list-style-type: none"> <li>explore how systems influence lifestyle and community</li> <li>compare transportation systems within the local community to those in other communities</li> <li>explain how and why changes in transport have occurred over time</li> </ul>
<p><b>Central Idea</b></p>	<p>Our abilities and body change and grow every day.</p>	<p>Each family is unique across cultures.</p>	<p>Expression of ideas and feelings enriches our culture.</p>	<p>All living things go through a process of change.</p>	<p>People interact with, use and value water in different ways.</p>	<p>Communities make efforts to create transportation systems that meet their needs.</p>
<p><b>Related Concepts</b></p>	<ul style="list-style-type: none"> <li>Growth</li> <li>Development</li> </ul>	<ul style="list-style-type: none"> <li>Stories</li> <li>Memories</li> <li>Experience</li> </ul>	<ul style="list-style-type: none"> <li>Culture</li> <li>Identity</li> <li>Movement</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles</li> <li>Growth</li> </ul>	<ul style="list-style-type: none"> <li>Pollution</li> <li>Conservation</li> </ul>	<ul style="list-style-type: none"> <li>Systems</li> <li>Networks</li> </ul>



<p><b>Inquiry Into: Concept - Lines of Inquiry</b></p>	<ul style="list-style-type: none"> <li>• <b>Form</b> - What we are like and how we are different.</li> <li>• <b>Change</b> - Measuring growth and change.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Form</b> - Families have different structures and histories.</li> <li>• <b>Perspective</b> - Important events differ from family to family.</li> <li>• <b>Change</b> - Daily lives change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation</b> - Why people choose to express themselves.</li> <li>• <b>Form</b> - Arts as a form of cultural expression.</li> <li>• <b>Perspective</b> - How expression of ideas differ among cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change</b> - How living things change over the course of their lifetime.</li> <li>• <b>Causation</b> - Factors that influence life cycles.</li> <li>• <b>Function</b> - Living things need an environment to survive.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Form</b> - The sources of water and the water cycle.</li> <li>• <b>Connection</b> - How water supports life.</li> <li>• <b>Responsibility</b> - How we share water with all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Form</b> - Features of transportation systems.</li> <li>• <b>Function</b> - How the local transportation works.</li> <li>• <b>Connection</b> - How local transportation connects to and compares with global transport.</li> </ul>
<p><b>Subject Focus</b></p>	<ul style="list-style-type: none"> <li>• PSPE</li> <li>• Math</li> <li>• Language</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Social studies</li> </ul>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Language</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Language</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Science</li> <li>• Social studies</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Social studies</li> </ul>
<p><b>IB LP</b></p>	<ul style="list-style-type: none"> <li>• Caring, Risk-taker, Reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Communicator, Reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Open-minded, Inquirer, Knowledgeable, Communicator</li> </ul>	<ul style="list-style-type: none"> <li>• Caring, Thinker, Inquirer</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced, Reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Inquirer, Open-minded, Thinkers</li> </ul>
<p><b>Approaches to Learning</b></p>	<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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