



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Shinagawa International School

Units of Inquiry

PreK (Age 4)

Transdisciplinary Theme	How We Organize Ourselves	How We Express Ourselves	How the World Works	Who We Are
Unit title	My School and Me	My Feelings	Senses	My Body
	<p><u>Social studies strand(s)</u> Human systems</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"> identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of) talk about the reasons that rules are necessary in the various communities to which he or she belongs 	<p><u>Arts Creating</u> Phase 1</p> <p>We can enjoy and learn from creating art. The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts. Our experiences and imagination can inspire us to create.</p> <p><u>PSPE Identity Phase 1</u></p> <p>Emotions, attitudes and beliefs influence the way we act.</p> <p>Learning outcomes</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> engage with, and enjoy a variety of visual arts experiences realize that their artwork has meaning use their imagination and experiences to inform their art making create artwork in response to a range of stimuli take responsibility for the care of tools and materials take responsibility for their own and others' safety in the working environment 	<p><u>Science strand(s)</u> Earth and space</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> <ul style="list-style-type: none"> talk about activities that occur during the day and night compare activities that occur during the seasons make connections between the weather and how to protect himself or herself identify simple patterns in daily and seasonal cycles 	<p><u>Science strand(s)</u> 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 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</p> <p>PSPE Identity Phase 1</p> <p>Each person is an individual.</p> <p>As people grow and change they develop</p>



	<ul style="list-style-type: none"> suggest some suitable rules and routines for the class demonstrate ability to apply existing rules and routines to work and play with others. 	<ul style="list-style-type: none"> participate in individual and collaborative creative experiences. identify their feelings and emotions and explain possible causes. Recognize that others have emotions, feelings and perspectives that may be different from their own. 	<ul style="list-style-type: none"> observe the features of the local environment that are affected by daily and seasonal cycles. 	<p>new skills, understandings and abilities.</p> <p>Mathematics Phase 1 - Measurement</p> <p>Measurement involves comparing objects and events.</p> <p>Learning outcomes</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> Describe some physical, personal characteristics Talk about similarities and differences between themselves and others identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder compare the length, mass and capacity of objects using non- standard units
Central Idea	We have different roles in the school community.	Feelings help us express our thoughts and emotions.	We use our five senses to observe the world.	How the different parts of my body work for me.
Related Concepts	<ul style="list-style-type: none"> Community Behavior 	<ul style="list-style-type: none"> Similarities & Differences Patterns Opinion 	<ul style="list-style-type: none"> Seasons Observations 	<ul style="list-style-type: none"> Movement Motion
Inquiry Into: Concept - Line of Inquiry	<ul style="list-style-type: none"> Form - Roles of people who are part of our communities. Causation - Codes of behavior within various communities to which we belong. 	<ul style="list-style-type: none"> Form - Various ways to express feelings. Responsibility - Expressing ourselves with care. 	<ul style="list-style-type: none"> Form - What my five senses are. Function - How senses help us. Change - Changes in land and sky. 	<ul style="list-style-type: none"> Form - Identifying parts of the body. Function - Similarities and differences of my body to others.
Subject Focus	<ul style="list-style-type: none"> Language PSPE Social Studies 	<ul style="list-style-type: none"> Language Math Arts PSPE 	<ul style="list-style-type: none"> Language Math Science 	<ul style="list-style-type: none"> Language Science Math PSPE

IB LP	<ul style="list-style-type: none"> • Communicator, Inquirer 	<ul style="list-style-type: none"> • Communicator, Open-Minded, Reflective 	<ul style="list-style-type: none"> • Thinker, Knowledgeable 	<ul style="list-style-type: none"> • Inquirer, Reflective, Caring
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

SIS PreKindergarten (Age 4) Units of Inquiry



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