



Yokohama International School

Programme of Inquiry 2016-2017.

	Social Studies	Science	Arts	Language		
	The colours in the above key represent the discipline focus for which to view the Unit of Inquiry through. Mathematics and Language are integrated into Units of Inquiry wherever authentic connections occur.					
Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	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.	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.	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.	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.	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.	An inquiry into the 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.
3-4 years ELC 1 2016-2017	<p>Central Idea People can learn about who they are with and through others.</p> <p>Key Concepts: change, connection</p> <p>Related Concepts: identity, growth, independence, interdependence, self-awareness</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● How I am changing ● Myself as part of a group ● Becoming an independent thinker 		<p>Central Idea Humans use their "Hundred Languages" to express themselves.</p> <p>Key Concepts: form, reflection</p> <p>Related Concepts: properties, creativity, diversity, review, oral language, dance, movement</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Exploring different media ● Reviewing ways to express ourselves ● Presenting our "Hundred Languages" to an audience 	<p>Central Idea Light is all around and behaves in many ways.</p> <p>Key Concepts: form, function</p> <p>Related Concepts: forms of energy (light), behaviour, colour</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Natural and artificial light ● How light behaves with materials and bodies ● Exploring darkness 		<p>Central Idea People have the responsibility to share their environment for a peaceful world.</p> <p>Key Concepts: perspective, responsibility</p> <p>Related Concepts: conflict, cooperation, communication, fairness</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Finding strategies to resolve conflict ● My choices and actions affect others ● Sharing resources <p>PE, PSE</p>
4-5 years ELC 2 2017-2018	<p>Central Idea Relationships differ depending on the connection people have with each other.</p> <p>Key Concepts: form, perspective, connection</p>	<p>Central Idea Change is inevitable and affects people's lives.</p> <p>Key Concepts: form, change</p> <p>Related Concepts: opinion, similarities, differences,</p>	<p>Central Idea Stories can be told in many ways.</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: listening,</p>		<p>Central Idea People can create and use systems that help them to live harmoniously.</p> <p>Key Concepts: function, causation, responsibility</p>	

	<p>Related Concepts: identity, diversity, relationships, communication, emotions</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Exploring social and emotional characteristics How people come to understand each other How people build lasting relationships <p>PE</p>	<p>discovery, chronology</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Similarities and differences between past, present and future Reasons for change Feelings and emotions about change 	<p>speaking, imagination, creativity, communication, expression</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How people share stories Emotional responses to stories Creating and expressing our own stories <p>MUSIC</p>		<p>Related Concepts: systems, roles, impact, conflict, cooperation, fairness, democracy, freedom</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Identifying a need for a system Possible solutions to the particular need The effect of the system on the community 	
<p>5-6 years</p> <p>Kinder</p>	<p>Central Idea People's awareness of their characteristics, abilities and interests shapes who they are as learners.</p> <p>Key Concepts: form, perspective, reflection</p> <p>Related Concepts: identity, character, beliefs, similarities, differences, awareness of self, celebrations, classification, growth, exploration</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Physical, social and emotional characteristics Similarities and differences between ourselves and others Personal abilities and interests, ourselves as learners <p>JAPANESE, PE, PSE</p>	<p>Central Idea Personal journeys show the way that people change and can lead to new opportunities.</p> <p>Key Concepts: change, connection, reflection</p> <p>Related Concepts: growth, sequences, review, progress, evidence</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Important events that lead to change How I have changed over the year How change can lead to new opportunities <p>JAPANESE, PE</p>	<p>Central Idea People use a variety of languages to communicate their ideas and feelings.</p> <p>Key Concepts: form, perspective</p> <p>Related Concepts: communication: interpersonal, intrapersonal, 3-D art, dance, music, movement, imagination, mathematics: patterns, written language: writing</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Forms of communication Possibilities with particular media Representing ideas and feelings <p>Arts, JAPANESE, ICJC</p>	<p>Central Idea Materials can be manipulated to suit a purpose.</p> <p>Key Concepts: form, change, causation</p> <p>Related Concepts: properties and uses of materials, changes of state, liquids, solids, physical changes, prediction, experimentation, temperature</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Properties of materials Changes in materials Causes of change in materials <p>JAPANESE</p>	<p>Central Idea Communities can function effectively when systems and routines are negotiated with all members.</p> <p>Key Concepts: function, reflection</p> <p>Related Concepts: communication, cooperation, conflict, communities, roles, systems, interdependence, organization</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The concept of organization Different systems of organization that we use personally Different systems of organization in our community <p>JAPANESE</p>	<p>Central Idea People have a responsibility to share the environment.</p> <p>Key Concepts: function, causation, responsibility</p> <p>Related Concepts: roles, cooperation, relationships, impact, communication, consumption, distribution, cause and effect</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How people share the immediate environment How people share resources People's responsibilities towards sharing spaces <p>JAPANESE</p>
<p>6-7 years</p> <p>Gr1</p>	<p>Central Idea Understanding the connections between physical and mental health promotes personal well being.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: survival,</p>	<p>Central Idea Family history provides insight into personal identities.</p> <p>Key Concepts: form, perspective, reflection</p> <p>Related Concepts: chronology, family, diversity, history, identity, traditions,</p>	<p>Central Idea Writers can use their imagination to entertain others and to explore feelings.</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts:</p>	<p>Central Idea All living things go through a process of change.</p> <p>Key Concepts: change, connection</p> <p>Related Concepts: biology, cycles, transformation, plants, animals, insects, classification,</p>	<p>Central Idea People create systems to connect communities.</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: systems, relationships, network, interdependence, education</p>	<p>Central Idea People have an impact on the environment.</p> <p>Key Concepts: change, causation, responsibility</p> <p>Related Concepts: transformation, conservation, impact, initiative,</p>

<p>years</p> <p>Gr3</p>	<p>Exploring different way of learning enables individuals understand themselves and others.</p> <p>Key Concepts: form, function, reflection</p> <p>Related Concepts: identity, communication, diversity, cooperation, multiple intelligences, metacognition, dialectical thought</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Different theories around learning ● How people learn best ● Exploring learning communities <p>PSE</p>	<p>Exploration leads to knowledge and innovation.</p> <p>Key Concepts: function, causation, change</p> <p>Related Concepts: explorations, innovations, progress, consequences, geography, space, estimation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● The impact of exploration ● The motivations that drive people to explore ● How exploration has changed communities ● How people use maps to interpret information <p>PE</p>	<p>Performance engages an audience and invites a response.</p> <p>Key Concepts: form, function, reflection</p> <p>Related Concepts: creativity, expression, performance, collaboration, ensemble, appreciation, composition, communication</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Exploring different kinds of performance ● How performances are developed ● How a performance can be improved <p>Arts, ICJC</p>	<p>All simple machines transfer force, which can make work easier.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: forces, mechanics, transformation of energy, efficiency, technological advances</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Types of simple machines ● How simple machines are used in everyday life ● How simple machines make work easier 	<p>The exchange of goods and services affects people's lives.</p> <p>Key Concepts: function, perspective, change</p> <p>Related Concepts: currency, value, supply and demand, fair trade, exchange, wealth, employment, fairness</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● The provision and exchange of goods and services ● The role of supply and demand ● The way that people exchange things has changed <p>JAPANESE</p>	<p>The choices people make as they buy and consume things can lead to the creation of waste.</p> <p>Key Concepts: form, function, responsibility</p> <p>Related Concepts: product cycle, environmental impact, recycling, sustainability, changes of state, properties and uses of materials, conservation, consumption, distribution, ecology, energy, interdependence, pollution, sustainability, wealth, waste management, consumer</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● What waste is (and isn't) ● How waste is processed and managed ● The responsibility of the consumer
<p>9-10 years</p> <p>Gr4</p>	<p>Central Idea: Changes in people's bodies can affect their mental and physical states.</p> <p>Key Concepts: change, connection, reflection</p> <p>Related Concepts: body systems, genetics, growth, well-being, family, maturity, active living, conflict, gender, diversity, identity, choices, values, relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Voluntary and involuntary body changes ● Factors that contribute to well-being in adolescence ● How relationships contribute to self-concept 	<p>Central Idea: People continue to migrate for many reasons.</p> <p>Key Concepts: change, causation, perspective</p> <p>Related Concepts: migration, history, conflict, geography, locality, impact, settlement, immigration, cause & effect, borders (political), citizenship, transformation, influence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Reasons for migration ● Migration throughout history ● Impact of migration on individuals and communities <p>Arts, JAPANESE, ICJC</p>	<p>Central Idea: The Media can influence thinking and behaviour.</p> <p>Key Concepts: function, perspective, responsibility</p> <p>Related Concepts: subjectivity, opinion, initiative, media literacy, critical literacy, communication, awareness, accessibility, interpretation, bias, persuasion, influence, network, truths, cooperation, education, identity, roles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● How media influences audiences ● How people respond to messages in the media ● How people can use the media to take action 	<p>Central Idea: Scientific investigations about the Earth are changing how humans understand it.</p> <p>Key Concepts: form, change</p> <p>Related Concepts: geology, geography, tectonic plate movement, impact, locality, landscape, cycles, evidence, erosion, chronology, evolution</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● The elements that make up the Earth ● How Earth has changed and is continuing to change ● How scientists know what they know 	<p>Central Idea: Choices and systems may be valued and vary in different societies.</p> <p>Key Concepts: function, responsibility</p> <p>Related Concepts: freedom, governance, justice, authority, locality, education, rights, roles, equality, revolution, poverty, wealth, distribution citizenship, fairness</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● How individuals or groups make choices and develop systems ● Good leadership ● How choices and systems affect children throughout the world 	<p>Central Idea: Organisms rely on one another.</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: ecology, organisms, ecosystems, biodiversity, pollution, sustainability, energy, conservation, producer, , consumer, interdependence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● How an ecosystem works ● Ways in which organisms are interconnected in nature ● How humans can affect the balance of ecosystems

	PE, PSE, HEALTH, Camp		DRAMA, ART			
10-11 years Gr5	<p>Central Idea A person's identity is shaped by a range of factors.</p> <p>Key Concepts: causation, connection, responsibility</p> <p>Related Concepts: identity, spirituality, diversity, perception, tolerance, oral language: listening, speaking; visual language: observable forms of communication</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What influences people's identity • How identity influences the way people behave • How people use their awareness of differences to interact with others 	<p>Central Idea People's understanding of science has evolved over time, and shapes the future.</p> <p>Key Concepts: change, reflection</p> <p>Related Concepts: progress, discoveries, technological advances, continuity, history, chronology, innovation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Scientific ideas that have changed the way people live • How people have taken previous scientific understanding and built upon it • Areas of future discoveries and technological advances <p>DRAMA, LIBRARY</p>	<p>Central Idea Aesthetic expression can be influenced by a culture's history and values.</p> <p>Key Concepts: causation, connection, perspective</p> <p>Related Concepts: expression, patterns, sequences, consequences, impact, chronology, history</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How a culture's historical events contribute to its aesthetic expression • How traditions are related across genres and over time • How local traditions are similar and different to one's home culture <p>Arts, JAPANESE, ICJC, LIBRARY</p>	<p>Central Idea Scientists observe, experiment and work methodically to make sense of the world.</p> <p>Key Concepts: form, function, reflection</p> <p>Related Concepts: conservation of energy, transformation of energy, forms of energy (electric, heat, kinetic, light, potential, sound)</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Forms of energy • How energy works in everyday life • The importance of energy sources and it uses 	<p>EXHIBITION</p> <p>Central Idea Student created</p> <p>Key Concepts: All</p> <p>Related Concepts: student chosen</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • student created • student created • student created <p>ALL SUBJECTS</p>	<p>Central Idea Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p>Key Concepts: perspective, responsibility, reflection</p> <p>Related Concepts: conflict, cooperation, justice, peace, identity, reconciliation, rights, equality, fairness, evidence, responsibility, consequences, community, communication, behaviour, interpretation, relationships, history, revolution, tolerance</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How conflict is managed • How conflict affects lives • Living and working together peacefully <p>PE, MUSIC, DRAMA, PSE, Camp</p>

Dates for Units of Inquiry

Unit 1	August 22 - September 29, 2016
Unit 2	October 3 - November 18, 2016
Unit 3	November 21, 2016 - January 20, 2017
Unit 4	January 23 - March 3, 2017
Unit 5	March 6 - April 28, 2017
Unit 6	May 1 - June 9, 2017