

A-JIS Programme of Inquiry

Meguro Early Years (K3 - K5)

K3 (Year-Long Units)

Who We Are	Where We Are In Place & Time	How We Express Ourselves	How The World Works	How we organize ourselves	Sharing the planet
<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>
<p>Related Concepts: Identity, Inter-dependence</p> <p>Central Idea We can learn about ourselves and others through reflecting on who we are and what we can do.</p> <p>Key Concepts: Form, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Me and my characteristics (Form) 	<p>Related Concepts: Discoveries, Play</p> <p>Central Idea We can make discoveries through play.</p> <p>Key Concepts: Function, Perspective, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The different ways we play (function) How we play with different materials leads to 	<p>Related Concepts: Culture, Diversity</p> <p>Central Idea Cultures can be expressed through celebrations and traditions.</p> <p>Key Concepts: Perspective, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different ways we celebrate and share traditions (perspective) Every culture recognises its 	<p>Related Concepts: Change, Observation</p> <p>Central Idea We may notice and interact with the world around us.</p> <p>Key Concepts: Causation, Responsibility, Form</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Changes we see in our environment (Form) 	<p>N/A <i>(The requirement for students who are 3-5 years is at least four units, two of which must be under “Who we are” and “How we express ourselves”.)</i></p>	<p>N/A <i>(The requirement for students who are 3-5 years is at least four units, two of which must be under “Who we are” and “How we express ourselves”.)</i></p>

<ul style="list-style-type: none"> • What we are able to do (Connection, Form) • Similarities and differences between myself and others (Form, Connection) <p>ATL: Thinking, Research</p> <p>Learner Profile: Inquirer, Open-minded, Caring</p>	<p>discovery (function)</p> <ul style="list-style-type: none"> • We can respect each other's discoveries when we play (perspective) • Changes in the way we play (changes) <p>ATL: Thinking, Social</p> <p>Learner Profile: Risk-taker, Principled, Balanced</p>	<p>own celebrations (connection, perspective)</p> <ul style="list-style-type: none"> • Similarities and differences in celebrations and traditions (connection, perspective) <p>ATL: Communication, Social</p> <p>Learner Profile: Thinker, Communicator, Open-minded</p>	<ul style="list-style-type: none"> • How the changes affect people (Causation) • Responsible actions to take in response to the changes (Responsibility) <p>ATL: Research, Self-management</p> <p>Learner Profile: Knowledgeable, Reflective, Inquirer</p>		
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K4 (Year-Long Units)

<p>Who We Are <i>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.</i></p>	<p>Where We Are In Place & Time <i>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.</i></p>	<p>How We Express Ourselves <i>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.</i></p>	<p>How The World Works <i>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.</i></p>	<p>How We Organize Ourselves <i>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.</i></p>	<p>Sharing the Planet <i>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.</i></p>
<p>Related Concepts: Relationships, Social Interactions</p> <p>Central Idea We can learn about ourselves and others through reflecting on who we are and what we can do.</p> <p>Key Concepts: Change, Connection, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Identifying the relationships (connection) How we change as a person as a result of our relationships (change) How relationships evolve (change) 	<p>N/A <i>(The requirement for students who are 3-5 years is at least four units, two of which must be under "Who we are" and "How we express ourselves".)</i></p>	<p>Related Concepts: Expression, Creativity</p> <p>Central Idea We use our 100 languages to learn and express ourselves.</p> <p>Key Concepts: Form, Perspective</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different ways of expressing ourselves (form) Ideas can be shared with an audience (perspective) Responding to forms of expression (perspective) Materials used to express ourselves (form) 	<p>N/A <i>(The requirement for students who are 3-5 years is at least four units, two of which must be under "Who we are" and "How we express ourselves".)</i></p>	<p>Related Concepts: Order, Sequence, Organization</p> <p>Central Idea Putting things in order can help achieve a purpose.</p> <p>Key Concepts: Function, Causation, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How things are put in order (function) Importance of shared strategies in sequencing (responsibility) How sequences help (causation) <p>ATL: Thinking, Self-Management</p>	<p>Related Concepts: Living vs. Nonliving Survival</p> <p>Central Idea Living things need certain things to survive.</p> <p>Key Concepts: Connection, Form</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The characteristics between living and nonliving things (form, connection) What living things need to survive (connection) How living things are similar (connection) <p>ATL: Research, Thinking</p>

<ul style="list-style-type: none">• The action we take in maintaining relationships (responsibility) <p>ATL: Self-Management, Social</p> <p>Learner Profile: Balanced, Reflective</p>		<p>ATL: Communication, Social</p> <p>Learner Profile: Open-minded, Communicator, Risk-taker</p>		<p>Learner Profile: Thinker, Knowledgeable</p>	<p>Learner Profile: Caring, Inquirer, Principled</p>
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<p>Who We Are <i>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.</i></p>	<p>Where We Are In Place & Time <i>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.</i></p>	<p>How We Express Ourselves <i>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.</i></p>	<p>How The World Works <i>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.</i></p>	<p>How We Organize Ourselves <i>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.</i></p>	<p>Sharing the Planet <i>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. (year-long)</i></p>
<p>Related Concepts: Interactions</p> <p>Central Idea Body parts help the body work.</p> <p>Key Concepts: Form, Function, Causation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different body parts (Form) • How the body parts work. (Function) • What we do to protect the body parts (Causation) <p>ATL: Research</p> <p>Learner Profile: Inquirer, Knowledgeable</p>	<p>Related Concepts: Community</p> <p>Central Idea Different areas strengthen communities and help people.</p> <p>Key Concepts: Function, Change, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How communities work (function) • How community places help people connect (connection) • Development in community areas (change) <p>ATL: Self-management, Social</p>	<p>Related Concepts: Communication Impact</p> <p>Central Idea We can choose different ways of communication for different reasons.</p> <p>Key Concepts: Perspective, Form</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Methods of communication (form) • Purpose of communication (perspective) • The impact of the communication methods (perspective) <p>ATL:</p>	<p>Related Concepts: Transformation</p> <p>Central Idea Solids, liquids and gases can be manipulated and changed for different purposes.</p> <p>Key Concepts: Form, Change, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Three states of matter (Form) • How the states change (Change) • How these changes affect us (connection) <p>ATL: Thinking</p> <p>Learner Profile: Thinker, Risk-taker</p>	<p>N/A (The requirement for students who are 3-5 years is at least four units, two of which must be under “Who we are” and “How we express ourselves”.)</p>	<p>Related Concepts: Conflict Resolution</p> <p>Central Idea Responsible actions may contribute to conflict resolution.</p> <p>Key Concepts: Causation, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Causes of conflicts. (causation) • Strategies used to resolve conflicts. (responsibility) • Consequences of our actions (causation). <p>ATL: Self-management, Social</p>

	Learner Profile: Balanced	Communication Learner Profile: Communicator, Open-minded			Learner Profile: Caring, Reflective, Principled
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