

Kindergarten (K3-K5)	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Sharing the planet</i>
	<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>	<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>	<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>	<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>	<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>	<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>
	Unit Title: This is me! Central Idea: People can learn more about who they are and how different relationships affect their well-being (self, school and family) Lines of Inquiry: <ul style="list-style-type: none"> - Human growth and relationship (Change) - Physical attributes and characteristics (Form) - Things that I can do (Reflection) 	Unit title: Health and Sports Central Idea: People can take care of oneself through health and sports. Lines of Inquiry: <ul style="list-style-type: none"> - Taking care of oneself (Responsibility) - Effects of healthy habits (Change) - Physical activities (Function) 	Unit Title: Celebrations Central Idea: People can express shared beliefs and values through celebrations. Lines of Inquiry: <ul style="list-style-type: none"> - Reasons people celebrate (Causation) - Features of celebrations (Perspective) - Traditions and culture (Connection) 	-	Unit Title: Community and I Central Idea: People can appreciate the communities that they live in. Lines of Inquiry: <ul style="list-style-type: none"> - Actions affect our community (Connection) - Good citizenship (Responsibility) - Roles of Community members (Function) 	Unit Title: Earth and Space Central Idea: People can explore earth and space through science. Lines of Inquiry: <ul style="list-style-type: none"> - Characteristics of planets (Form) - Seasons and weather (Causation) - Changes on Earth (Change)
Key Concepts	<ul style="list-style-type: none"> - Change - Form - Reflection 	<ul style="list-style-type: none"> - Responsibility - Change - Function 	<ul style="list-style-type: none"> - Connection - Causation - Perspective 	-	<ul style="list-style-type: none"> - Connection - Responsibility - Function 	<ul style="list-style-type: none"> - Form - Change - Causation
Related Concepts	<ul style="list-style-type: none"> - Relationships - Self-awareness 	<ul style="list-style-type: none"> - Healthy Habits - Personal hygiene - Sportsmanship 	<ul style="list-style-type: none"> - Beliefs - Values - Culture 	-	<ul style="list-style-type: none"> - Rules - Diversity - Community helpers and members 	<ul style="list-style-type: none"> - Characteristics - Exploration - Solar-system
Skills	<ul style="list-style-type: none"> - Thinking - Self-management 	<ul style="list-style-type: none"> - Self-management - Social 	<ul style="list-style-type: none"> - Communication - Social 	-	<ul style="list-style-type: none"> - Communication - Research 	<ul style="list-style-type: none"> - Research - Thinking
Learner Profile	<ul style="list-style-type: none"> - Balanced - Reflective 	<ul style="list-style-type: none"> - Risk Takers - Caring 	<ul style="list-style-type: none"> - Open minded - Communicators 	-	<ul style="list-style-type: none"> - Principled - Thinkers 	<ul style="list-style-type: none"> - Inquirers - Knowledgeable
Attitudes	<ul style="list-style-type: none"> - Empathy - Integrity - Confidence 	<ul style="list-style-type: none"> - Commitment - Confidence - Enthusiasm 	<ul style="list-style-type: none"> - Respect - Appreciation - Tolerance 	-	<ul style="list-style-type: none"> - Independence - Empathy - Cooperation 	<ul style="list-style-type: none"> - Enthusiasm - Creativity - Curiosity
Subject Areas	Language, Mathematics, Social studies, Science, PSPE, Music, Japanese	Language, Mathematics, Social studies, Science, PSPE, Music & Japanese	Language, Mathematics, Social studies, Science, PSPE, Music & Japanese		Language, Mathematics, Social studies, Science, PSPE, Music & Japanese	Language, Mathematics, Social studies, Science, PSPE, Music, & Japanese

Grade 1	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<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>	<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>Unit Title: Garden Project</p> <p>Central Idea: All living things have needs that help them survive and adapt to their environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Difference between living things and non-living things - Classification of animals (Vertebrates and invertebrates and animal groups) - Parts of plants - Roles and responsibilities towards living things 	<p>Unit Title: Water Works</p> <p>Central Idea: Humans make choices on how they use Earth's natural resources.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Water cycle - Climate around the world - Roles and responsibilities towards our environment 	<p>Unit Title: Systems</p> <p>Central Idea: Each element in our society plays an important role in our daily lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Differences between the jobs of the community helpers - Types of public services - Importance of systems 	<p>Unit Title: A Place for Everyone</p> <p>Central Idea: Each family has its own culture that makes them unique.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Family Ancestry - Roles and responsibilities - Artifacts, heirlooms, or rituals that have meaning in a family - Cultural elements 	<p>Unit Title: Write Me a Poem</p> <p>Central Idea: Knowing local history deepens our feelings for a place.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Changes in Japanese society - Appreciating local sites; natural and built - Poetry as a means to express ourselves 	<p>Unit Title: Shake, Rattle and Roll</p> <p>Central Idea: Creative work is a team effort.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Forms of Art (Dance, Visual art, Music) - Elements of Art (Dance: costume, expression, patterns, beat; Music: Visual art:) - Performance strategies
Key Concepts	<ul style="list-style-type: none"> - Connection - Change 	<ul style="list-style-type: none"> - Causation - Function - Responsibility 	<ul style="list-style-type: none"> - Responsibility - Form - Function 	<ul style="list-style-type: none"> - Responsibility - Connection 	<ul style="list-style-type: none"> - Change - Connection - Causation 	<ul style="list-style-type: none"> - Form - Function
Related Concepts	<ul style="list-style-type: none"> - Cycle - Interdependence - Conservation 	<ul style="list-style-type: none"> - Cycles - Interdependence - Order 	<ul style="list-style-type: none"> - Economy - Interdependence 	<ul style="list-style-type: none"> - Family - Artifacts - Tradition 	<ul style="list-style-type: none"> - Landscape - History 	<ul style="list-style-type: none"> - Audience - Presentation - Expressions
Skills	<ul style="list-style-type: none"> - Thinking - Self-management 	<ul style="list-style-type: none"> - Research - Communication 	<ul style="list-style-type: none"> - Thinking - Self-management 	<ul style="list-style-type: none"> - Thinking - Communication 	<ul style="list-style-type: none"> - Research - Social 	<ul style="list-style-type: none"> - Social - Communication
Learner Profile	<ul style="list-style-type: none"> - Inquirers - Reflective - Caring 	<ul style="list-style-type: none"> - Thinker - Risk-taker 	<ul style="list-style-type: none"> - Inquirers - Knowledgeable 	<ul style="list-style-type: none"> - Balanced - Thinker 	<ul style="list-style-type: none"> - Caring - Principled - Risk-taker 	<ul style="list-style-type: none"> - Communicator - Open-minded
Attitudes	<ul style="list-style-type: none"> - Cooperation - Commitment - Curiosity 	<ul style="list-style-type: none"> - Tolerance - Respect 	<ul style="list-style-type: none"> - Enthusiasm - Empathy 	<ul style="list-style-type: none"> - Independence - Integrity 	<ul style="list-style-type: none"> - Enthusiasm - Empathy 	<ul style="list-style-type: none"> - Creativity - Confidence - Appreciation
Subject Areas	<ul style="list-style-type: none"> - Music - Kokugo (P) - Japanese (P) - English - Social Science - Science - Math - HPE 	<ul style="list-style-type: none"> - Music - English - Social Science - Science - Math - HPE 	<ul style="list-style-type: none"> - Math - English - Science - HPE - Japanese (F) 	<ul style="list-style-type: none"> - Social Science - English - Math - Music - Visual Arts - Japanese (F) - HPE - Kokugo (P) 	<ul style="list-style-type: none"> - Social Science - English - Music - Kokugo(F) 	<ul style="list-style-type: none"> - Music - Visual Arts - Social Science - English - HPE

Grade 2	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<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>	<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>Unit Title: Garden Project</p> <p>Central Idea: All living things have evolved various types of adaptation to their habitat for survival.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - What plants provide for us and other living things - Concept of adaptation - How living things change over their lifetime 	<p>Unit Title: Raging Planet</p> <p>Central Idea: Natural disasters affect the Earth's features, and communities prepare for the impacts of these events.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How the earth changes over time - The effects of natural disasters to people and earth's features - Community preparedness for natural disasters 	<p>Unit Title: What a Wonderful World!</p> <p>Central Idea: People's usage of materials has impacts on natural resources and the Earth</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Renewable and nonrenewable resources - Concept of 4R's (Reduce, Reuse, Recycle, and Repair) - Ways to reduce pollution 	<p>Unit Title: Japanese Folktales</p> <p>Central Idea: Folktales provide a window into our culture and mold our understanding of who we are.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Stories that give a moral and help us understand how and why something happens - Character traits that define the people or animals in a story - Retelling Japanese folktales in various ways 	<p>Unit Title: Go To Travel (Japan Prefectures)</p> <p>Central Idea: The characteristics of places we explore help us understand people's culture and traditions.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Japan Prefectures and their symbols, arts, sports, culture, and traditions - Natural and human-made features on a map - Forms of presenting information for different audiences 	<p>Unit Title: The Young Artists</p> <p>Central Idea: Music and dance are forms of expressions we use to communicate with other people.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Feelings and emotions evoked by music and dance - How music and dance are used as a mode of expression - How music and dance tell people's cultures from around the world
Key Concepts	<ul style="list-style-type: none"> - Change - Form - Responsibility 	<ul style="list-style-type: none"> - Change - Causation - Responsibility 	<ul style="list-style-type: none"> - Causation - Connection - Reflection 	<ul style="list-style-type: none"> - Form - Causation - Perspective 	<ul style="list-style-type: none"> - Connection - Form - Reflection 	<ul style="list-style-type: none"> - Perspective - Reflection - Connection
Related Concepts	<ul style="list-style-type: none"> - Adaptation - Environment - Survival 	<ul style="list-style-type: none"> - Movement - Impact - Consequences 	<ul style="list-style-type: none"> - Resources - Erosion - Geology 	<ul style="list-style-type: none"> - Moral - Meaning - Point of view 	<ul style="list-style-type: none"> - Discovery - Geography - Locality 	<ul style="list-style-type: none"> - Audience - Presentation - Expression
Skills	<ul style="list-style-type: none"> - Thinking - Communication 	<ul style="list-style-type: none"> - Research - Social 	<ul style="list-style-type: none"> - Communication - Self-management 	<ul style="list-style-type: none"> - Communication - Thinking 	<ul style="list-style-type: none"> - Social - Research 	<ul style="list-style-type: none"> - Social - Self-management
Learner Profile	<ul style="list-style-type: none"> - Caring - Balanced - Thinker 	<ul style="list-style-type: none"> - Inquirer - Risk-Taker - Communicator 	<ul style="list-style-type: none"> - Risk-taker - Principled - Reflective 	<ul style="list-style-type: none"> - Caring - Reflective - Balanced 	<ul style="list-style-type: none"> - Knowledgeable - Inquirer - Caring 	<ul style="list-style-type: none"> - Reflective - Principled - Balanced
Attitudes	<ul style="list-style-type: none"> - Empathy - Curiosity - Commitment 	<ul style="list-style-type: none"> - Commitment - Tolerance - Empathy 	<ul style="list-style-type: none"> - Cooperation - Respect - Confidence 	<ul style="list-style-type: none"> - Creativity - Integrity - Cooperation 	<ul style="list-style-type: none"> - Appreciation - Curiosity - Respect 	<ul style="list-style-type: none"> - Confidence - Cooperation - Enthusiasm
Subject Areas	<ul style="list-style-type: none"> - Science - Math - English - Social Science - Music - Japanese (F) - HPE (F) 	<ul style="list-style-type: none"> - Science - English - Social Sciences - Music - HPE - Kokugo (F) - Math 	<ul style="list-style-type: none"> - Social Sciences - Math - Science - English 	<ul style="list-style-type: none"> - Social Sciences - HPE - English - Music - Visual Arts - Kokugo (F) - Japanese (P) 	<ul style="list-style-type: none"> - Social Sciences - Science - English - Music - Kokugo (P) - Japanese (F) 	<ul style="list-style-type: none"> - Music - HPE - English - Social Science - Visual Arts

Grade 3	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<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>	<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>
	Unit Title: The Living World Central Idea: Human activities affect other life forms. Lines of Inquiry: <ul style="list-style-type: none"> - Plant and animal classification (K) - Different animals live in different habitats (R) - Our responsibility to conserve other life forms (T&R) 	Unit Title: Give and Take Central Idea: Living things interact with each other and their environment. Lines of Inquiry: <ul style="list-style-type: none"> - Different types of ecosystems (K) - Relationships among living things in different ecosystems (food chain, food web, cooperation and competition) (R) - Different ways living things and nature change their environment (T&R) 	Unit Title: Our Plan, Our Planet Central Idea: We can create positive change to help sustain our environment. Lines of Inquiry: <ul style="list-style-type: none"> - Renewable and non-renewable resources (K) - Impact of economic activities on humans and the environment (R) - Different ways we can influence people to create positive change (T&R) 	Unit Title: Who Are You? Central Idea: Humans evolved and migrated to different areas in order to survive. Lines of Inquiry: <ul style="list-style-type: none"> - Evolution of the Five Hominids (K) - How early humans survived in different environments (R) - Different ways early humans used to communicate (T&R) 	Unit Title: History Repeats Itself Central Idea: Historical events influence our ways of living and prepare us for the future. Lines of Inquiry: <ul style="list-style-type: none"> - Different ways of gathering and presenting information (K) - What we can learn from historical events (R) - Major historical events in Japanese history (Showa~present) (T&R) 	Unit Title: It's Showtime! Central Idea: Stories can be created and told using various art forms. Lines of Inquiry: <ul style="list-style-type: none"> - Using figurative language in enhancing scripts (K) - Using the elements of music to create an original song (R) - Using the elements of drama to create a story (T&R)
Key Concepts	<ul style="list-style-type: none"> - Form - Change - Responsibility 	<ul style="list-style-type: none"> - Form - Connection - Change 	<ul style="list-style-type: none"> - Form - Causation - Responsibility 	<ul style="list-style-type: none"> - Form - Change - Connection 	<ul style="list-style-type: none"> - Form - Connection - Responsibility 	<ul style="list-style-type: none"> - Form - Function - Perspective
Related Concepts	<ul style="list-style-type: none"> - Conservation - Habitat - Ecosystem 	<ul style="list-style-type: none"> - Evolution - Biodiversity - Habitat 	<ul style="list-style-type: none"> - Sustainability - Conservation - Impact 	<ul style="list-style-type: none"> - Artistic forms - Purpose - Movement 	<ul style="list-style-type: none"> - Conflict - Impact - Geography 	<ul style="list-style-type: none"> - Interpretation - Performance - Audience
Skills	<ul style="list-style-type: none"> - Thinking skills - Communication skills - Research skills 	<ul style="list-style-type: none"> - Thinking skills - Communication skills - Self-Management Skills 	<ul style="list-style-type: none"> - Social Skills - Communication skills - Research skills 	<ul style="list-style-type: none"> - Research skills - Thinking skills - Communication skills 	<ul style="list-style-type: none"> - Research Skills - Communication Skills - Self-Management Skills 	<ul style="list-style-type: none"> - Social Skills - Communication Skills
Learner Profile	<ul style="list-style-type: none"> - Caring - Reflective - Thinkers 	<ul style="list-style-type: none"> - Inquirers - Thinkers - Knowledgeable 	<ul style="list-style-type: none"> - Caring - Communicators - Risk-Takers 	<ul style="list-style-type: none"> - Inquirers - Knowledgeable - Open-Minded 	<ul style="list-style-type: none"> - Reflective - Communicator - Open-Minded 	<ul style="list-style-type: none"> - Risk-Takers - Communicators - Open-Minded
Attitudes	<ul style="list-style-type: none"> - Empathy - Cooperation 	<ul style="list-style-type: none"> - Curiosity - Cooperation 	<ul style="list-style-type: none"> - Creativity - Confidence - Appreciation 	<ul style="list-style-type: none"> - Curiosity - Enthusiasm - Commitment 	<ul style="list-style-type: none"> - Integrity - Respect - Commitment 	<ul style="list-style-type: none"> - Creativity - Confidence - Respect
Subject Areas	<ul style="list-style-type: none"> - Science (F) - Social Science (F) - Kokugo (F) - HPE 	<ul style="list-style-type: none"> - Science (F) - English (F) - HPE - Visual Arts (F) 	<ul style="list-style-type: none"> - Science (F) - English (F) - Social Science (F) - Japanese (F) - Music (F) 	<ul style="list-style-type: none"> - Social Science(F) - English (F) - Music (F) - Library integration 	<ul style="list-style-type: none"> - Social Science(F) - English(F) - Kokugo(F) - Japanese (F) 	<ul style="list-style-type: none"> - English (F) - Music (F) - HPE - Kokugo (P) - Visual Art (F)

Grade 4	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<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>	<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>
	Unit Title: Garden Project Central Idea: All living things are interconnected. Lines of Inquiry: <ul style="list-style-type: none"> - All living things have needs that they need to fulfill - Things adapt to their surroundings in order to survive under differing circumstances - Living things are connected to and reliant on their surroundings 	Unit Title: Forces Around Us Central Idea: Our world works according to certain rules. Lines of Inquiry: <ul style="list-style-type: none"> - There are different types of motion - Motion can be affected by a variety of forces. - Energy cannot be created or destroyed, only changes in form. 	Unit Title: Collaboration Central Idea: We unify in order to thrive. Lines of Inquiry: <ul style="list-style-type: none"> - Every community has needs to fulfill - Every member of a community has a specific role to play - Communities stick together and thrive due to responsibility and fairness to all citizens 	Unit Title: Scrap Book Central Idea: Histories hold so much value and should be collected and shared. Lines of Inquiry: <ul style="list-style-type: none"> - Everything has a beginning - People unite and join forces for many reasons - The day to day life of people around the world has changed a lot throughout history - We should understand the history of our people 	Unit Title: Exploration Central Idea: Our universe can be explored in a variety of ways Lines of Inquiry: <ul style="list-style-type: none"> - Exploration of the universe around us continually results in new discoveries - Both big and small discoveries can impact our lives - Humans have continuously advanced methods of exploration 	Unit Title: Communication Central Idea: We can express ourselves in a variety of ways Lines of Inquiry: <ul style="list-style-type: none"> - We express ourselves with purpose - We should choose how we communicate in a thoughtful manner - There are many factors that influence how we communicate and express ourselves.
Key Concepts	<ul style="list-style-type: none"> - Function - Responsibility 	<ul style="list-style-type: none"> - Causation 	<ul style="list-style-type: none"> - Responsibility 	<ul style="list-style-type: none"> - Reflection 	<ul style="list-style-type: none"> - Perspective - Causation 	<ul style="list-style-type: none"> - Form
Related Concepts	<ul style="list-style-type: none"> - Cycle - Conservation 	<ul style="list-style-type: none"> - Impact - Order 	<ul style="list-style-type: none"> - System - Interdependence 	<ul style="list-style-type: none"> - Family - Tradition 	<ul style="list-style-type: none"> - Geography - Discovery - Navigation 	<ul style="list-style-type: none"> - Expressions - Audience
Skills	<ul style="list-style-type: none"> - Research Skills 	<ul style="list-style-type: none"> - Self-Management Skills 	<ul style="list-style-type: none"> - Social Skills 	<ul style="list-style-type: none"> - Communication Skills 	<ul style="list-style-type: none"> - Research 	<ul style="list-style-type: none"> - Social Skills
Learner Profile	<ul style="list-style-type: none"> - Risk-Takers - Reflective - Principled 	<ul style="list-style-type: none"> - Knowledgeable - Thinkers 	<ul style="list-style-type: none"> - Principled - Balanced 	<ul style="list-style-type: none"> - Inquirers - Communicators 	<ul style="list-style-type: none"> - Balanced 	<ul style="list-style-type: none"> - Open-minded - Communicators
Attitudes	<ul style="list-style-type: none"> - Commitment - Curiosity - Cooperation 	<ul style="list-style-type: none"> - Creativity - Curiosity - Cooperation 	<ul style="list-style-type: none"> - Integrity - Respect - Tolerance 	<ul style="list-style-type: none"> - Appreciation - Empathy - Curiosity 	<ul style="list-style-type: none"> - Cooperation - Curiosity 	<ul style="list-style-type: none"> - Independence - Confidence - Enthusiasm
Subject Areas	<ul style="list-style-type: none"> - Science - English - Social Science (ancient civilizations) 	<ul style="list-style-type: none"> - Science (Forces and Motion) - Kokugo - Visual Arts 	<ul style="list-style-type: none"> - Social Sciences (Government) - English - Science (Ecosystems) - Music - HPE 	<ul style="list-style-type: none"> - Social Sciences (religion) - English - Music - HPE 	<ul style="list-style-type: none"> - English (Expository Essay) - Science (Space and Space Tech) - Kokugo - Music 	<ul style="list-style-type: none"> - English (Author Purpose and Genre) - HPE - Music - Visual Arts

Grade 5	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<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>	<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>Unit Title: Garden Project</p> <p>Central Idea: Earth's resources and economic activities have impacts on biodiversity.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The relationship between human activities and Earth's systems - Threats facing biodiversity as a result of human activities and economic development - The local and/or national and/or global problems today that can be solved by farming and understanding of agriculture 	<p>Unit Title: Explorers & Earth</p> <p>Central Idea: The communities that humans form are dependent on their needs and natural resources.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Resources that are important to a society - The impacts of societal decision-making about resources gathering and use on both humanity and the earth. - The local and/or national and/or global systems today that need reform or invention 	<p>Unit Title: World Religions and Diet</p> <p>Central Idea: World religions influence our daily lives from trade to diet.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Hallal, Kosher, and other dietary restrictions from certain religions - Religious diets that impact the human body. - Systems of the human body which can be interdependent with a religion 	<p>Unit Title: Multilingualism</p> <p>Central Idea: Using two or more languages can improve lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How persuasive techniques and bilingual understanding improve bilingual advertising - The local and/or national and/or global problems that can be tackled by the bilingual people in our school community. - Ways to improve our multilingualism through action. 	<p>Unit Title: Remember the Time</p> <p>Central Idea: The present day cultural traditions are shaped by the rich histories and unique cultures around the world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How Japanese historical accounts differ from historical accounts of other nations - The local and/or national and/or global histories that can be rewritten based on what we learn on the Nikko trip - Understanding some of the unique cultural traditions and customs around the world. 	<p>Unit Title: Dream Academy (Young Americans)</p> <p>Central Idea: Multiple artistic and athletic techniques can come together when creating a show.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - <i>The elements of art and physical education that are combined in dance</i> - <i>How a dance performance helps alleviate local and/or national and/or global problems in pre-collegiate education</i> - <i>Introduction to stage plays and/or musical performances</i>
Key Concepts	<ul style="list-style-type: none"> - Connection - Function 	<ul style="list-style-type: none"> - Connection - Change 	<ul style="list-style-type: none"> - Responsibility - Reflection 	<ul style="list-style-type: none"> - Function - Connection 	<ul style="list-style-type: none"> - Causation - Change 	<ul style="list-style-type: none"> - Form - Responsibility
Related Concepts	<ul style="list-style-type: none"> - Biodiversity - Conservation - Consequences 	<ul style="list-style-type: none"> - Systems - Equity - Resources 	<ul style="list-style-type: none"> - Beliefs - Tradition - History 	<ul style="list-style-type: none"> - Purpose - Meaning - Creativity 	<ul style="list-style-type: none"> - Technique - Belief - Ownership 	<ul style="list-style-type: none"> - Movement - Balance - Form
Skills	<ul style="list-style-type: none"> - Communication Skills - Self-Management Skills 	<ul style="list-style-type: none"> - Thinking Skills - Social Skills 	<ul style="list-style-type: none"> - Thinking Skills - Research Skills 	<ul style="list-style-type: none"> - Thinking Skills - Communication Skills 	<ul style="list-style-type: none"> - Research Skills - Self-management Skills 	<ul style="list-style-type: none"> - Communication Skills - Social Skills
Learner Profile	<ul style="list-style-type: none"> - Thinker - Caring - Knowledgeable 	<ul style="list-style-type: none"> - Inquirer - Thinker - Communicator 	<ul style="list-style-type: none"> - Caring - Balanced - Principled 	<ul style="list-style-type: none"> - Risk Taker - Communicator - Open-minded 	<ul style="list-style-type: none"> - Knowledgeable - Caring - Reflective 	<ul style="list-style-type: none"> - Communicator - Risk-taker - Reflective
Attitudes	<ul style="list-style-type: none"> - Integrity - Independence 	<ul style="list-style-type: none"> - Curiosity - Commitment 	<ul style="list-style-type: none"> - Empathy - Tolerance 	<ul style="list-style-type: none"> - Cooperation - Confidence 	<ul style="list-style-type: none"> - Appreciation - Respect 	<ul style="list-style-type: none"> - Creativity - Enthusiasm
Subject Areas	<ul style="list-style-type: none"> - Science - Social Studies - Visual Arts - Japanese (F) - Kokugo (Social Classes in Feudal Japan) - HPE 	<ul style="list-style-type: none"> - Social Science - Science - Music 	<ul style="list-style-type: none"> - Social Science - Science - Music 	<ul style="list-style-type: none"> - English - Japanese - Kokugo (Dialects) - Music 	<ul style="list-style-type: none"> - Visual Arts - Math - Japanese (P) - Social Science - Music 	<ul style="list-style-type: none"> - Music - HPE

Grade 6	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>How we express ourselves</i>
	<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>	<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>	<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>	<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>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between individuals and civilizations, from local and global perspectives.</i>	<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>Unit Title: Our World is Constantly Changing</p> <p>Central Idea: Physical world is constantly changing as a result of natural and human impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Natural processes that change our world - Human influence changes our world - global warming, destroying habitats, tourism - Responsibility to manage the environment 	<p>Unit Title: Great Wealth Comes with Great Responsibility and Consequences</p> <p>Central Idea: Even in very rich places in the world poverty can still be found.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Countries that are developed and underdeveloped - Differences in development between countries - Effects of poverty to human beings - Responsibilities of the wealthy 	<p>Unit Title: Science in Everyday Life</p> <p>Central Idea: Scientific knowledge is constantly evolving and has an impact on people's lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Causes that affect the advances in scientific knowledge and understanding - The role of technology in scientific understanding - The effects of scientific advances on people and the environment - The future of human race 	<p>Unit Title: I'm Human</p> <p>Central Idea: Human connection is essential to a healthy and fulfilling life</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The structure and function of human societies and interactions between them - The importance of being a responsible member of the community and contribute to its positive development - Actions we can take to make society better 	<p>Unit Title: Nikko Trip / Local and Global Settlements and Migrations</p> <p>Central Idea: Human Migration and Settlements are results of local and global challenges, risks and opportunities</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The reasons why people migrate - Migration Throughout history - Effects of migration on communities, cultures and individuals <p style="text-align: center;">(PYP Exhibition)</p>	<p>Unit Title: Young Americans / Becoming the Best Version of Yourself</p> <p>Central Idea: Persuasive language, presentation and images affect our choices and our behaviour project an aspect of our identity.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How appearance and behaviour influence our perception of others - The influence of cultural and social norms on how we present ourselves - Dance and fashion as a form of expression
Key Concepts	<ul style="list-style-type: none"> - Form - Function - Connection 	<ul style="list-style-type: none"> - Change - Connection - Responsibility 	<ul style="list-style-type: none"> - Function - Connection - Change 	<ul style="list-style-type: none"> - Perspective - Connection - Responsibility 	<ul style="list-style-type: none"> - Causation - Change - Responsibility 	<ul style="list-style-type: none"> - Change - Perspective - Reflection
Related Concepts	<ul style="list-style-type: none"> - Interdependence - Technology 	<ul style="list-style-type: none"> - Interdependence - Consequences 	<ul style="list-style-type: none"> - Perception - Interpretation 	<ul style="list-style-type: none"> - Perception - Diversity 	<ul style="list-style-type: none"> - Population - Settlement - Diversity 	<ul style="list-style-type: none"> - Identity - Image - Impression
Skills	<ul style="list-style-type: none"> - Social skills - Communication skills - Research skills 	<ul style="list-style-type: none"> - Thinking skills - Research skills - Self - Management skills 	<ul style="list-style-type: none"> - Social skills - Thinking skills - Research skills 	<ul style="list-style-type: none"> - Thinking skills - Social Skills - Self - Management skills 	<ul style="list-style-type: none"> - Communication skills - Social Skills - Research skills 	<ul style="list-style-type: none"> - Communication skills - Self - Management skills - Research skills
Learner Profile	<ul style="list-style-type: none"> - Reflective - Caring 	<ul style="list-style-type: none"> - Communicator - Thinker 	<ul style="list-style-type: none"> - Knowledgeable - Reflective 	<ul style="list-style-type: none"> - Caring - Open - Minded 	<ul style="list-style-type: none"> - Communicator - Inquirer 	<ul style="list-style-type: none"> - Risk-Taker - Balanced
Attitudes	<ul style="list-style-type: none"> - Curiosity - Interdependence - Self-awareness 	<ul style="list-style-type: none"> - Integrity - Respect - Cooperation 	<ul style="list-style-type: none"> - Independence - Confidence - Commitment 	<ul style="list-style-type: none"> - Cooperation - Appreciation - Empathy 	<ul style="list-style-type: none"> - Appreciation - Curiosity - Enthusiasm 	<ul style="list-style-type: none"> - Enthusiasm - Creativity - Commitment
Subject Areas	<ul style="list-style-type: none"> - Social Sciences - Science - English - Math - Visual Arts - HPE 	<ul style="list-style-type: none"> - Social Sciences - Science - English - Japanese - HPE - Music- (Indigenous/ recycled instruments) 	<ul style="list-style-type: none"> - Science - Social Science - English - Japanese/Kokugo 	<ul style="list-style-type: none"> - Social Sciences - Science - English - Music 	<ul style="list-style-type: none"> - Social Sciences - Science - English - Visual Arts - Japanese/Kokugo - Music Individual inquiry & presentation (Exhibition) 	<ul style="list-style-type: none"> - Social Sciences - Science - HPE - English - Music (Appreciation) - Kokugo(p)