



Preschool	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>
	<b>Unit Title:</b>  <b>Central Idea:</b> People can learn about who they are, with, and through others <ul style="list-style-type: none"> <li>• Our characteristics and abilities</li> <li>• How abilities change</li> <li>• Myself as part of a group</li> </ul>	<b>Unit Title:</b>  <b>Central Idea:</b> Places for learning can show the community's values and hold their memories <ul style="list-style-type: none"> <li>• Characteristics of a community</li> <li>• How people grow within and embrace environments</li> <li>• How values are created by people within a community</li> </ul>	<b>Unit Title:</b>  <b>Central Idea:</b> Ideas and feelings can be communicated in a variety of modes <ul style="list-style-type: none"> <li>• Identifying and describing feelings and ideas</li> <li>• Ways to communicate with others</li> <li>• Responding to others</li> </ul>	-	-	<b>Unit Title:</b>  <b>Central Idea:</b> Appreciation of the environment shapes people's connection to it. <ul style="list-style-type: none"> <li>• The ways people use their senses to appreciate different environments</li> <li>• How our actions can lead to harmony or imbalance</li> <li>• The responsibilities we have to and for environments</li> </ul>
<b>Key Concepts</b>	Form, change, connection	Connection, perspective, function	Form, connection, responsibility			Function, causation, responsibility
<b>Related Concepts</b>	Identity, growth	Environment, growth, values	Materials, cause and effect, emotions			Sense, environment, systems
<b>Skills</b>	Self-management, Thinking	Research, Social	Communication, Thinking			Research, self-management
<b>Learner Profile</b>	Risk-taker, knowledgeable	Open-minded, inquirer	Caring, reflective, communicator			Well-balanced, principled, thinker
<b>Subject Area Integration</b>	Music, Science, Social Studies, PE	Science, Social Studies				



K3	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities and cultures</b>; rights and responsibilities; what it means to be human.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p><b>Unit Title:</b></p> <p><b>Central Idea:</b> We support one another in a community which enables us to learn</p> <ul style="list-style-type: none"> <li>• Our responsibilities at school</li> <li>• How we explore our school environment</li> <li>• How our actions affect other people in the community</li> </ul>	<p><b>Unit Title:</b></p> <p><b>Central Idea:</b> A home is a basic need for all people that people build to meet our needs.</p> <ul style="list-style-type: none"> <li>• Different types of homes</li> <li>• Similarities and differences of homes in different places</li> <li>• Why there are different types of homes in different places</li> </ul>	<p><b>Unit Title:</b></p> <p><b>Central Idea:</b> We can express our creativity and imagination through the arts, and we can share and express our opinions</p> <ul style="list-style-type: none"> <li>• Exploring art forms and associated materials.</li> <li>• How we use materials and objects to express ourselves.</li> <li>• How we express our imagination and creativity.</li> <li>• How the expression communicates to the audience (the people around us), and how we reveal our feelings in response to presentations.</li> </ul>	-	<p><b>Unit Title:</b></p> <p><b>Central Idea:</b> People make transportation systems to help the needs of the community</p> <ul style="list-style-type: none"> <li>• Types of transportation we use</li> <li>• Reasons why people choose different types of transportation</li> <li>• Transportation systems in our community</li> </ul>	-
<b>Key Concepts</b>	Function, responsibility, connection	Form, Function, Causation	Perspective, form, function		Form, connection, function	
<b>Related Concepts</b>	Behavior, communication, initiative, relationships		Perception, communication, expression		Structures, properties, systems, evidence, behavior	
<b>Skills</b>	Social, Self-management	Communication, Social	Communication, Thinking		Research, Thinking	
<b>Learner Profile</b>	Principled, Balanced, Caring	Open-minded, Thinker	Communicator, Risk-taker, Reflector		Inquirer, Knowledgeable	
<b>Subject Area Integration</b>	<p>Music</p> <ul style="list-style-type: none"> <li>- Songs about family, friends, and school</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>- I am a responsible student</li> </ul> <p>ELA</p> <ul style="list-style-type: none"> <li>- Basic communication in the classroom</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>- Numbers (Ordinal)</li> </ul> <p>PE</p> <ul style="list-style-type: none"> <li>- Cleaning up, organizing equipment, behavioral practices and team games teaching kindness and cooperation.</li> </ul>		Art, Music, PSPE, Math			



K4	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
	<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>
	<p><b>Unit Title: There is no one quite like me!</b></p> <p><b>Central Idea:</b> I can learn about my body and my surroundings through my senses</p> <ul style="list-style-type: none"> <li>Parts of body</li> <li>How we use our senses to explore our surroundings</li> <li>My Growth</li> </ul>		<p><b>Unit Title: Story time</b></p> <p><b>Central Idea:</b> Stories can engage audiences and communicate meaning</p> <ul style="list-style-type: none"> <li>Constructing stories</li> <li>Reasons for creating and sharing stories</li> <li>Feelings and emotions of stories</li> </ul>	<p><b>Unit Title: What our world is made of</b></p> <p><b>Central Idea:</b> People can use materials and matter in various ways.</p> <ul style="list-style-type: none"> <li>Types of matter and materials</li> <li>How we use materials</li> <li>How materials change</li> </ul>	-	<p><b>Unit Title: Full of life</b></p> <p><b>Central Idea:</b> Living things have requirements in order to grow and stay healthy</p> <ul style="list-style-type: none"> <li>Our needs and the needs of other living things</li> <li>Characteristics of living things</li> <li>Our responsibility for the well-being of living things</li> </ul>
<b>Key Concepts</b>	Change, function, connection		Form, causation, perspective	Form, function, change		Causation,function,Responsibility
<b>Related Concepts</b>	Growth,Senses,Exploration		Feelings,Story,Cultures	Matter, Design, Materials		Lifestyle,Needs,Interaction
<b>Skills</b>	Thinking skills and Communication Skills		Communication and social skills	Research and Self management skills		Social and self management skills
<b>Learner Profile</b>	Inquirers,Knowledgeable, Balanced		Communicators and Reflective	Thinkers, Risk-takers		Principled, Caring,Open-minded
<b>Subject Area Integration</b>	Science, Music,PSPE,Math,Art		Social Science, Language, Japanese,Music	Science,Math,PSPE,Art		Science, Social Science,Japanese, Language



K5	An inquiry into: <b>Who we are (1)</b>	An inquiry into: <b>Where we are in place and time (2)</b>	An inquiry into: <b>How we express ourselves (4)</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves (5)</b>	An inquiry into: <b>Sharing the planet</b>
	<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><b>Unit Title:</b> This is Me!</p> <p><b>Central Idea:</b> People learn about themselves and their interactions in the community.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Human Growth and Development (Form and Change)</li> <li>- Body Functions (Function)</li> <li>- Being a Member of a Group (Responsibility)</li> </ul>	<p><b>Unit title:</b> Home Sweet Home</p> <p><b>Central Idea:</b> People build homes according to their environment.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different types of homes around the world</li> <li>- Environment determines the types of homes</li> <li>- Roles in and out of own homes</li> </ul>	<p><b>Unit Title:</b> Lights, Camera, Action!</p> <p><b>Central Idea:</b> People use a range of art forms to express oneself.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Art and expressions</li> <li>- Forms of Art: (Performing arts - music and dance; Visual arts - painting, drawing, crafts; Narrative art - storytelling)</li> <li>- Presenting</li> </ul>		<p><b>Unit Title:</b> Work for Better World</p> <p><b>Central Idea:</b> People work at many jobs to help each other.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different roles in a community</li> <li>- Each role has responsibilities</li> <li>- Community jobs are important</li> </ul>	
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Form and Change</li> <li>- Function</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Causation</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Perspective</li> <li>- Form</li> <li>- Function</li> </ul>		<ul style="list-style-type: none"> <li>- Form</li> <li>- Responsibility</li> <li>- Perspective</li> </ul>	
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Self-awareness</li> <li>- Body parts</li> <li>- Relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Location</li> <li>- Construction</li> <li>- Resources</li> </ul>	<ul style="list-style-type: none"> <li>- Expression</li> <li>- Choice</li> <li>- Presentation</li> </ul>		<ul style="list-style-type: none"> <li>- Careers</li> <li>- Duties</li> <li>- Interdependence</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Social</li> </ul>	<ul style="list-style-type: none"> <li>- Research</li> <li>- Thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Self management</li> </ul>		<ul style="list-style-type: none"> <li>- Research</li> <li>- Social</li> </ul>	
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Balanced</li> <li>- Reflective</li> <li>- Principled</li> </ul>	<ul style="list-style-type: none"> <li>- Inquirers</li> <li>- Open-minded</li> </ul>	<ul style="list-style-type: none"> <li>- Communicators</li> <li>- Risk takers</li> <li>- Open-minded</li> </ul>		<ul style="list-style-type: none"> <li>- Knowledgeable</li> <li>- Thinkers</li> <li>- Caring</li> </ul>	
<b>Subject Area Integration</b>	Language, Mathematics, Social studies, Science, PSPE, Music	Language, Mathematics, Social studies, Science	Language, Mathematics, Social studies, Science, PSPE, Music		Language, Mathematics, Social studies, Science, PSPE, Music	



Grade 1	An inquiry into: <i>Sharing the planet (1)</i>	An inquiry into: <i>How the world works (2)</i>	An inquiry into: <i>How we organize ourselves (3)</i>	An inquiry into: <i>Who we are (4)</i>	An inquiry into: <i>Where we are in place and time (5)</i>	An inquiry into: <i>How we express ourselves (6)</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><b>Unit Title:</b> Garden Project  <b>Central Idea:</b> All living things are dependent on each other to survive.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Difference between living things and non-living things</li> <li>- Characteristics of Plants and Animals</li> <li>- Roles and responsibilities towards living things</li> </ul>	<p><b>Unit Title:</b> Water Works  <b>Central Idea:</b> Humans make choices on how they use Earth's natural resources.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Water cycle</li> <li>- Climate around the World</li> <li>- Roles and responsibilities towards our environment</li> </ul>	<p><b>Unit Title:</b> Systems  <b>Central Idea:</b> Each element in our society plays an important role in our daily lives.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Roles and responsibilities of community members and community helpers</li> <li>- Types of public services</li> <li>- Importance of systems</li> </ul>	<p><b>Unit Title:</b> A Place for Everyone  <b>Central Idea:</b> Each family has its own culture that makes them unique.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Family Ancestry</li> <li>- Roles and responsibilities of each family member</li> <li>- Traditions that are unique to each family</li> </ul>	<p><b>Unit Title:</b> The Stories of our History  <b>Central Idea:</b> Appreciating our history deepens our way of life.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- History of our community</li> <li>- Cultural elements, symbols and landforms</li> <li>- Appreciating our community</li> </ul>	<p><b>Unit Title:</b> Shake, Rattle and Roll  <b>Central Idea:</b> Performance is a medium of self-expression.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Forms of Art (Dance, Visual art, Music, puppetry)</li> <li>- Elements of Art (Dance: costume, expression, patterns, beat; Music: Visual art:)</li> <li>- Performance strategies</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Change</li> </ul>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Function</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Form</li> <li>- Function</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Change</li> <li>- Connection</li> <li>- Causation</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Perspective</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Cycle</li> <li>- Interdependence</li> <li>- Conservation</li> </ul>	<ul style="list-style-type: none"> <li>- Cycles</li> <li>- Weather</li> <li>- Climate</li> </ul>	<ul style="list-style-type: none"> <li>- Economy</li> <li>- Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>- Family</li> <li>- Artifacts</li> <li>- Tradition</li> </ul>	<ul style="list-style-type: none"> <li>- Landscape</li> <li>- History</li> <li>- Literature</li> </ul>	<ul style="list-style-type: none"> <li>- Audience</li> <li>- Presentation</li> <li>- Expressions</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Research</li> </ul>	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Self-management</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Self-management</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Communication</li> </ul>	<ul style="list-style-type: none"> <li>- Research</li> <li>- Social</li> </ul>	<ul style="list-style-type: none"> <li>- Social</li> <li>- Communication</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Inquirers</li> <li>- Reflective</li> <li>- Caring</li> </ul>	<ul style="list-style-type: none"> <li>- Thinker</li> <li>- Risk-taker</li> </ul>	<ul style="list-style-type: none"> <li>- Inquirers</li> <li>- Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>- Balanced</li> <li>- Thinker</li> </ul>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Principled</li> <li>- Risk-taker</li> </ul>	<ul style="list-style-type: none"> <li>- Communicator</li> <li>- Open-minded</li> </ul>
<b>Subject Area Integration</b>	<ul style="list-style-type: none"> <li>• <b>Kokugo</b></li> <li>- Growing morning glory in the garden</li> <li>- Food chain</li> <li>• <b>Japanese</b></li> <li>- Introduce themselves and basic info</li> <li>- Learn animal words in Japanese</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music</b></li> <li>- Creating music with recycled water</li> <li>- EARTH song performance</li> <li>• <b>Social Studies</b></li> <li>- Continents and oceans</li> <li>- I am a good citizen</li> <li>- Duties and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music</b></li> <li>- Creating a song related to the community</li> <li>• <b>Social Studies</b></li> <li>- Community helpers</li> <li>- Public service</li> <li>- Differences between jobs of community</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music</b></li> <li>- Questionnaire about family's music interest</li> <li>- Music performance of their favorite song</li> <li>• <b>Art</b></li> <li>- Family Portraits</li> <li>- Artifact related to the family using paper mache</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kokugo</b></li> <li>- History of Hachioji Castle</li> <li>- Writing Japanese Poem</li> <li>• <b>Japanese</b></li> <li>- Traditional food and games in Japan/ Hachioji</li> <li>• <b>Music</b></li> <li>- Musical Instruments from Japan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music</b></li> <li>- Learning a song on the piano</li> <li>• <b>Art</b></li> <li>- Using art to express themselves</li> <li>- Painting, puppetry, clay models, drawing</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Art</b></li> <li>- Drawing of parts of plants and flowers</li> <li>• <b>Science</b></li> <li>- Plants and Animals</li> <li>- Living things and non living things</li> <li>- Parts of plant</li> <li>- What plants and animals need to grow</li> <li>- Vertebrate groups</li> <li>- Habitats (forest, ocean)</li> <li>- Cycles (animals and plant life cycle)</li> <li>- Food chain</li> <li>• <b>Social Studies</b></li> <li>- I am a good citizen</li> <li>- Duties and responsibilities of a citizen</li> <li>• <b>English</b></li> <li>- Difference between facts and opinion</li> <li>- Writing facts</li> <li>- sentences about oneself and animals and plants</li> <li>- Punctuation marks</li> <li>- Presentation</li> </ul>	<p>responsibilities of a citizen</p> <ul style="list-style-type: none"> <li>• <b>Science</b></li> <li>- Climate and Water Cycle</li> <li>- Water cycle</li> <li>- Climate/seasons</li> <li>- Climate change</li> <li>- Water forms</li> <li>• <b>English</b></li> <li>- Descriptive writing</li> <li>- Types of sentence</li> </ul>	<p>helpers</p> <ul style="list-style-type: none"> <li>- Mapping</li> <li>• <b>English</b></li> <li>- <u>Comprehension skills and strategies</u>- Main idea and details (mind map, Compare and contrast (Venn diagram))</li> <li>- Thank you letter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Studies</b></li> <li>- Personal timeline</li> <li>- family ancestry</li> <li>- artifacts and heirloom</li> <li>• <b>English</b></li> <li>- Collecting data about their families likes and dislikes</li> <li>- Presenting data using a graphic organizer</li> <li>- Descriptive writing about family</li> <li>• <b>PE</b></li> <li>- Favorite sports of the family members</li> <li>- Playing team games</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English</b></li> <li>- Poem writing- Acrostic, Simile and Rhyming</li> <li>- Facts about the local community</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kokugo</b></li> <li>- Story in Japanese</li> <li>• <b>Science</b></li> <li>- Land forms</li> <li>• <b>English</b></li> <li>- Narrative writing</li> <li>- Elements of a story</li> <li>- Performance</li> <li>• <b>PE</b></li> <li>- Hula hoop scotch</li> <li>- Rhythmic activities</li> </ul>
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Grade 2	An inquiry into: <i>Sharing the planet (1)</i>	An inquiry into: <i>How the world works (2)</i>	An inquiry into: <i>How we organize ourselves (3)</i>	An inquiry into: <i>Who we are (4)</i>	An inquiry into: <i>Where we are in place and time (5)</i>	An inquiry into: <i>How we express ourselves (6)</i>
	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b> ; 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; <b>economic activities and their impact on humankind and the environment</b> .	<b>An inquiry into the nature of the self</b> ; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; <b>what it means to be human</b> .	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</b> .	<b>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
	<b>Unit Title:</b> Clever Creatures <b>Central Idea:</b> Plants and animals have evolved various types of adaptation to their habitat for survival. <b>Lines of Inquiry:</b> - Classification of organisms - Adaptation through evolution - Interdependence between organisms	<b>Unit Title:</b> Raging Planet <b>Central Idea:</b> Natural disasters affect people and the Earth's features. <b>Lines of Inquiry:</b> - Extreme weather - Impacts of natural disasters on people and earth's features - Human response to natural disasters	<b>Unit Title:</b> Every Little Thing Counts <b>Central Idea:</b> Money and trade impact our lives. <b>Lines of Inquiry:</b> - Needs and wants - Goods and services - Saving, Buying and Spending	<b>Unit Title:</b> Once Upon a Time <b>Central Idea:</b> The stories we read tell us who we are. <b>Lines of Inquiry:</b> - How stories shape our identity - Stories from different cultures - Connection between stories and our culture	<b>Unit Title:</b> My Passport <b>Central Idea:</b> Each place has characteristics that help us understand one's culture and traditions. <b>Lines of Inquiry:</b> - Cultural symbols - Characteristics and features of a location - Exploring traditions	<b>Unit Title:</b> The Young Artists <b>Central Idea:</b> Cultural performance can be a way to express our traditions, beliefs, and culture to other people. <b>Lines of Inquiry:</b> - Feelings and emotions evoked by music, art and dance. - How different forms are used as a mode of expression - How music, art, and dance can shape people's cultures from around the world.
<b>Key Concepts</b>	- Form - Change - Responsibility	- Change - Causation - Responsibility	- Causation - Function - Responsibility	- Form - Change - Connection	- Connection - Form - Perspective	- Function - Perspective - Connection
<b>Related Concepts</b>	- Classification - Adaptation - Interdependence	- Weather - Impact - Consequences	- System - Economics - Choices	- Moral - Identity - Culture	- Locality - Traditions - Explorations	- Audience - Presentation - Expression
<b>Skills</b>	- Research Skills - Social Skills	- Communication Skills - Self-management Skills	- Thinking Skills - Social Skills	- Communication - Thinking	- Self-management Skills - Research Skills	- Social - Self-management
<b>Learner Profile</b>	- Caring - Knowledgeable - Thinker	- Inquirer - Risk-Taker - Communicator	- Open-minded - Principled - Thinker	- Caring - Reflective - Balanced	- Knowledgeable - Inquirer - Communicator	- Reflective - Principled - Balanced
<b>Subject Area Integration</b>	<ul style="list-style-type: none"> <li>PE: Animal games</li> <li>Visual Arts- Printing using plant parts.</li> <li>Science: Living things and adaptation</li> <li>Math: Within 1,000, solve multi-step</li> </ul>	<ul style="list-style-type: none"> <li>Music: Students will learn a song according to the natural disaster topic, play an instrument, and make a poster to uplift the people who got affected by the natural disaster</li> <li>PE: Survival games</li> </ul>	<ul style="list-style-type: none"> <li>Math: Number values and currency; Multiplication and division</li> <li>Social Studies: Concept of trade and systems</li> <li>English: Purposes of</li> </ul>	<ul style="list-style-type: none"> <li>Music: Singing and playing music to support the story that they tell.</li> <li>English: Fiction and nonfiction; Story structure; Moral; Narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>Music: Students will make a musical instrument from Japan out of recycled materials and they are going to present it.</li> <li>Social Studies: Japanese prefectures and their cultural symbols</li> </ul>	<ul style="list-style-type: none"> <li>Music: Sing, dance and play an instrument using traditional music from around the world.</li> <li>PE: Rhythmic gymnastics</li> <li>Visual Arts: Expressing one's feelings and</li> </ul>



	<p>problems using plant and animal vocabulary words</p> <ul style="list-style-type: none"> <li>English: Read informational texts on plants and animals: Opinion writing</li> <li>Japanese: <ul style="list-style-type: none"> <li>Seed germination</li> <li>Features of plants and animals</li> <li>Making a picture diary of plants in the garden</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts: Use warm and cool colors to create a poster about the impacts of natural disasters</li> <li>Japanese: Jobs/ People who rescue victims of natural disasters</li> <li>English: Words with consonant digraphs (earTHquake, flaSHflood, THunder, tyPHoon, etc.); Informative Writing</li> <li>Social Studies/ Science: Community preparedness for natural disasters</li> <li>Math: lengths, mass, and capacity to describe the weather and natural disasters</li> </ul>	<p>writing; journal to keep record of one's spending or buying habits</p> <ul style="list-style-type: none"> <li>PE: Create games or play booths</li> <li>Visual Arts: Display board or store signs; products or items found in a marketplace or a restaurant</li> <li>Japanese: <ul style="list-style-type: none"> <li>Values of Japanese Yen</li> <li>Conversations on shopping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Social Studies: How stories are told in different cultures</li> <li>Visual Arts- Creating the characters in a story using different materials</li> <li>Japanese: <ul style="list-style-type: none"> <li>Hiragana/ Katakana for names of characters in the stories</li> <li>Reading aloud folktales in Japanese</li> <li>Japanese cultures shown in folktales</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>English: Writing a descriptive essay about the places they have visited or wish to visit</li> <li>Math: Graphs, lines, and maps</li> <li>Science: Characteristics of different landforms and water forms; Properties of matter</li> <li>PE: Sports and teams from each prefecture</li> <li>Visual Arts: Landscapes</li> <li>Japanese: <ul style="list-style-type: none"> <li>learning landmarks, famous food, cultural events and etc in Tokyo</li> <li>Making poster presentation in Japanese</li> </ul> </li> </ul>	<p>emotions through drawing or 2D posters</p> <ul style="list-style-type: none"> <li>Japanese: Class performance</li> <li>Social Studies: Compare and contrast cultural performances from around the world</li> <li>Math: Shapes and patterns</li> </ul>
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Grade 3	*An inquiry into: <b>Who we are (1)</b>	*An inquiry into: <b>Sharing the planet (2)</b>	An inquiry into: <b>How we organize ourselves</b>	*An inquiry into: <b>How the world works</b>	*An inquiry into: <b>Where we are in place and time</b>	*An inquiry into: <b>How we express ourselves</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.	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.	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 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 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.
	<p><b>Unit Title:</b> Hello, World! We Are Digital Citizens</p> <p><b>Central Idea:</b> Humans have rights and responsibilities in the digital world</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Digital citizenship</li> <li>- Digital rights and responsibilities</li> <li>- Impacts of using technology</li> </ul>	<p><b>Unit Title:</b> The Living World*</p> <p><b>Central Idea:</b> Human settlements and organizations impact systems and resources</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Early human settlements</li> <li>• Impact and consequences of human settlements</li> <li>• Interactions among plants, animals, and humans.</li> </ul>	<p><b>Unit Title:</b> Yes, We Can!</p> <p><b>Central Idea:</b> Systems need to be in place to maintain the organization in communities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Communities through time</li> <li>• Factors that lead to organization (habitat, resources, natural disasters)</li> <li>• Functions of members in a community</li> </ul>	<p><b>Unit Title:</b> Living Together*</p> <p><b>Central Idea:</b> Organisms depend on cycles to survive.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Earth's natural changes</li> <li>• Cycles and systems (Ecosystems, food chains, and food webs)</li> <li>• Preservation and conservation</li> </ul>	<p><b>Unit Title:</b> Back to the Future</p> <p><b>Central Idea:</b> Inventions affect our lives today and will continue to impact our future.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Inventors and their inventions</li> <li>• How inventions affect our lives</li> <li>• Innovating for the future</li> </ul>	<p><b>Unit Title:</b> Stories, Memories, and Histories</p> <p><b>Central Idea:</b> Different media can help us appreciate the world around us.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Media around us</li> <li>• Exploring and responding to media</li> <li>• Presentation strategies</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Responsibility</li> <li>- Perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Function</li> <li>- Connection</li> <li>- Change</li> </ul>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Function</li> <li>- Change</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Connection</li> <li>- Change</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Function</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Function</li> <li>- Perspective</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Citizenship</li> <li>- Rights</li> <li>- Technology</li> </ul>	<ul style="list-style-type: none"> <li>- Relationships</li> <li>- Communities</li> </ul>	<ul style="list-style-type: none"> <li>- Resource</li> <li>- Community</li> <li>- Adaptation</li> </ul>	<ul style="list-style-type: none"> <li>- Ecosystem</li> <li>- Biodiversity</li> <li>- Conservation</li> </ul>	<ul style="list-style-type: none"> <li>- Innovation</li> <li>- Impact</li> <li>- Technology</li> </ul>	<ul style="list-style-type: none"> <li>- Expression</li> <li>- Media</li> <li>- History</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Self-Management Skills</li> <li>- Social Skills</li> <li>- Research Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking skills</li> <li>- Communication skills</li> <li>- Research skills</li> </ul>	<ul style="list-style-type: none"> <li>- Social Skills</li> <li>- Communication skills</li> <li>- Thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking skills</li> <li>- Communication skills</li> <li>- Self-Management Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Research Skills</li> <li>- Communication Skills</li> <li>- Self-Management Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Thinking Skills</li> <li>- Research Skills</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Open-Minded</li> <li>- Reflective</li> <li>- Communicator</li> </ul>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Inquirer</li> <li>- Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Thinkers</li> <li>- Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>- Inquirers</li> <li>- Thinkers</li> <li>- Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>- Reflective</li> <li>- Communicator</li> <li>- Open-Minded</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledgeable</li> <li>- Communicators</li> <li>- Reflective</li> </ul>
<b>Subject Area Integration</b>	<ul style="list-style-type: none"> <li>- Social Studies</li> <li>- English</li> </ul>		<ul style="list-style-type: none"> <li>- Science (F)</li> <li>- English (F)</li> <li>- Social Science (F)</li> <li>- Music (F)</li> </ul>	<ul style="list-style-type: none"> <li>- Science (F)</li> <li>- English (F)</li> <li>- HPE</li> <li>- Visual Arts (F)</li> <li>- Music (P)</li> </ul>	<ul style="list-style-type: none"> <li>- Science</li> <li>- English</li> <li>- Music</li> <li>- HPE</li> </ul>	<ul style="list-style-type: none"> <li>- Social Studies</li> <li>- English</li> <li>- Visual Art</li> </ul>



Grade 4	An inquiry into: <b>Who we are</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>Sharing the planet</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; <b>rights and responsibilities</b> ; what it means to be human.	An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment.	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 orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations</b> , from local and global perspectives.	An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies</b> ; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
	<p><b>Unit Title:</b> Rights and Responsibilities</p> <p><b>Central Idea:</b> Rights and responsibilities are created to help, connect and protect society.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The role and importance of human rights. (Form)</li> <li>The relationship between rights and responsibilities. (Connection)</li> <li>How our rights are protected (Function)</li> </ul>	<p><b>Unit Title:</b> Forms of government</p> <p><b>Central Idea:</b> Government decisions play a role in how citizens experience life</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How the government affects individuals and groups (Connection)</li> <li>Government systems and processes. (Connection)</li> <li>The role of a citizen. (Form)</li> </ul>	<p><b>Unit Title:</b> Culture and media/culture and design</p> <p><b>Central Idea:</b> <del>People can create or manipulate messages to target specific audiences</del></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Images, text and music are used to influence behavior of target audiences (Function)</li> <li>People's responses to messages (Perspective)</li> <li>Critical evaluation of messages presented in media (Responsibility)</li> </ul>	<p><b>Unit Title:</b> Past civilizations</p> <p><b>Central Idea:</b> Past civilizations shape present day systems and technologies.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Reasons certain systems and technologies of past civilizations have survived (Causation)</li> <li>How modern societies adapt these systems and technologies (Change)</li> <li>Implications for the future (Perspective)</li> </ul>	<p><b>Unit Title:</b> Earth's changes</p> <p><b>Central Idea:</b> Survival may depend on understanding of the changing nature of Earth</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How the different components of the Earth are interrelated (Connection)</li> <li>How the Earth has changed and is continuing to change (Change)</li> <li>Human response to the Earth's changes. (Responsibility).</li> </ul>	<p><b>Unit Title:</b> Access to equal opportunities</p> <p><b>Central Idea:</b> Access to equal opportunities depends on distribution of resources.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li><del>Reasons resources are shared. (Causation)</del></li> <li><del>The distribution of resources in societies over history. (Change)</del></li> <li><del>Ways to support equitable distribution of resources. (Perspective).</del></li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>Form</li> <li>Connection</li> <li>Function</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Connection</li> <li>Form</li> </ul>	<ul style="list-style-type: none"> <li>Function</li> <li>Perspective</li> <li>Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Perspective</li> <li>Causation</li> <li>Change</li> </ul>	<ul style="list-style-type: none"> <li>Connection</li> <li>Change</li> <li>Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Connection</li> <li>Responsibility</li> </ul>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>Fairness</li> <li>Equality</li> <li>Respect</li> </ul>	<ul style="list-style-type: none"> <li>System</li> <li>Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Persuasion</li> <li>Expression</li> </ul>	<ul style="list-style-type: none"> <li>Continuity</li> <li>Progress</li> <li>Technology</li> </ul>	<ul style="list-style-type: none"> <li>Transformation</li> <li>Climate</li> <li>Survival</li> </ul>	<ul style="list-style-type: none"> <li>Wealth</li> <li>Equality</li> <li>Distribution</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Communication Skills</li> <li>Research skills</li> <li>Self-management skills</li> <li>Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>Communication Skills</li> <li>Research skills</li> <li>Self-management skills</li> <li>Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>Social Skills</li> <li>Communication Skills</li> <li>Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>Communication Skills</li> <li>Thinking Skills</li> <li>Self-management skills</li> <li>Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>Communication Skills</li> <li>Thinking Skills</li> <li>Self-management skills</li> <li>Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>Communication Skills</li> <li>Thinking Skills</li> <li>Research skills</li> <li>Social Skills</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>Communicator</li> <li>Principled</li> <li>Caring</li> </ul>	<ul style="list-style-type: none"> <li>Principled</li> <li>Balanced</li> <li>Open-minded</li> </ul>	<ul style="list-style-type: none"> <li>Reflective</li> <li>Open-minded</li> <li>Risk-taker</li> </ul>	<ul style="list-style-type: none"> <li>Thinker</li> <li>Knowledgeable</li> <li>Communicators</li> </ul>	<ul style="list-style-type: none"> <li>Inquirer</li> <li>Thinker</li> <li>Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>Balanced</li> <li>Thinkers</li> <li>Principled</li> </ul>
<b>Subject Areas</b>	<ul style="list-style-type: none"> <li>Social Sciences</li> <li>English</li> <li>PE</li> </ul>	<ul style="list-style-type: none"> <li>Social Sciences (Government)</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Language Arts</li> <li>Science</li> <li>Music</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Science</li> <li>Social Science</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Visual Arts</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>English</li> <li>Social Science</li> <li>-</li> </ul>



Grade 5	An inquiry into: <i>Sharing the planet</i>	An inquiry into: <i>How we express ourselves</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into: <i>Who we are</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>How the world works</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 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 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 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 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 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><b>Unit Title:</b> Sustainable production and consumption</p> <p><b>Central Idea:</b> Earth's resources and economic activities have impacts on sustainability</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The relationship between production and consumption</li> <li>- How production and consumption can be sustainable</li> <li>- How sustainability can be achieved locally and globally</li> </ul>	<p><b>Unit Title:</b> A Whole New World</p> <p><b>Central Idea:</b> Traditions are shaped by histories and cultures.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- World events, traditions, and celebrations</li> <li>- Causes and consequences of significant events</li> <li>- How the past contributes to our understanding of cultures and traditions</li> </ul>	<p><b>Unit Title:</b> Man, Natural Environment, and Development</p> <p><b>Central Idea:</b> The interaction between people and the natural environment impacts its development and the community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The causes of development</li> <li>• Responsibilities when developing natural environments</li> <li>• The way development is connected to trends and needs.</li> </ul>	<p><b>Unit Title:</b> I'm Human</p> <p><b>Central Idea:</b> Complex factors affect human growth and development</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Structure and functions of systems</li> <li>- Interdependence and interactions of systems</li> </ul>	<p><b>Unit Title:</b> Technologies and life</p> <p><b>Central Idea:</b> how technologies being used</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Unit Title:</b> Science and life</p> <p><b>Central Idea:</b></p> <ul style="list-style-type: none"> <li>• Scientific Method</li> <li>• Anchor and context taken from the science textbook</li> <li>• Forces around us have magnitude and direction and can impact our lives</li> </ul> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Newton's laws of motion</li> <li>• How people use force to their advantage in daily life</li> <li>• Scientific Method</li> <li>•</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>- Connection</li> <li>- Function</li> <li>- Causation</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Perspective</li> <li>- Connection</li> </ul>	<ul style="list-style-type: none"> <li>- Causation</li> <li>- Responsibility</li> <li>- Connection</li> </ul>	<ul style="list-style-type: none"> <li>- Function</li> <li>- Connection</li> <li>- Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Form</li> <li>- Responsibility</li> <li>- Function</li> </ul>	-
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>- Sustainability</li> <li>- Conservation</li> <li>- Consequences</li> </ul>	<ul style="list-style-type: none"> <li>- Movement</li> <li>- Expression</li> <li>- Pattern</li> </ul>	<ul style="list-style-type: none"> <li>- Development</li> <li>- Trends</li> <li>- Needs</li> </ul>	<ul style="list-style-type: none"> <li>- Relations</li> <li>- Systems</li> <li>- Interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Systems</li> <li>- Equity</li> <li>- Resources</li> </ul>	-
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Research Skills</li> <li>- Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Social Skills</li> <li>- Research skills</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking skills</li> <li>- Social Skills</li> <li>- Self - Management skills</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking Skills</li> <li>- Self-management Skills</li> </ul>	-
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>- Thinker</li> <li>- Caring</li> <li>- Inquirer</li> </ul>	<ul style="list-style-type: none"> <li>- Communicator</li> <li>- Thinker</li> <li>- Reflective</li> </ul>	<ul style="list-style-type: none"> <li>- Communicator</li> <li>- Inquirer</li> </ul>	<ul style="list-style-type: none"> <li>- Caring</li> <li>- Open - Minded</li> </ul>	<ul style="list-style-type: none"> <li>- Open-minded</li> <li>- Thinker</li> <li>- Communicator</li> </ul>	-
<b>Subject Area Integration</b>	<ul style="list-style-type: none"> <li>- English</li> <li>- Science</li> <li>- Social Science</li> <li>- Japanese / Kokugo</li> <li>- PE</li> </ul>	<ul style="list-style-type: none"> <li>- Music</li> <li>- HPE</li> <li>- Science</li> </ul>	<ul style="list-style-type: none"> <li>- Kokugo</li> </ul>	-	<ul style="list-style-type: none"> <li>- Social Science</li> <li>- Science</li> <li>- Math</li> <li>- Music</li> </ul>	-



Grade 6	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>Sharing the planet</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.	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 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 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.
	<p><b>Unit Title: Have We Gone Too Far?</b></p> <p><b>Central Idea:</b> Scientific discoveries impact systems.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Scientific and technological milestones</li> <li>Effects of scientific advances</li> <li>Ethical responsibility</li> </ul>	<p><b>Unit Title: A Sustainable Future</b></p> <p><b>Central Idea:</b> Progressive economies and the environment can exist together.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Supply and demand</li> <li>Sustainable economic practices</li> </ul>	<p><b>Unit Title: We Are Tokyo West!</b></p> <p><b>Central Idea:</b> The diversity of the members of a community reflects its identity.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Demographics and population</li> <li>Features/characteristics of a community</li> <li>How diversity shapes communities</li> </ul>	<p><b>Unit Title: We're A Part of the Same Story</b></p> <p><b>Central Idea:</b> Migration can present challenges and opportunities to the lives of people and communities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Structural and functional changes</li> <li>Migration patterns</li> <li>Challenges and opportunities in migration</li> </ul>	<p><b>Unit Title: Hashtag Change</b></p> <p><b>Central Idea:</b> Media can be utilized for change.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of media</li> <li>Media campaigns</li> <li>Personal advocacies</li> </ul>	<b>Exhibition Unit</b>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>Function (What these technological advances do)</li> <li>Change (Science and Technology through time)</li> <li>Responsibility (What should we do to preserve our well-being in the age of technology)</li> </ul>	<ul style="list-style-type: none"> <li>Causation (The Law of Supply and Demand)</li> <li>Connection (How increase in demand can further deplete resources)</li> <li>Responsibility (Sustainable economic practices)</li> </ul>	<ul style="list-style-type: none"> <li>Form</li> <li>Causation</li> <li>Change</li> </ul>	<ul style="list-style-type: none"> <li>Connection</li> <li>Form</li> </ul>	<ul style="list-style-type: none"> <li>Form</li> <li>Function</li> <li>Perspective</li> </ul>	<b>Student-made</b>
<b>Related Concepts</b>	<ul style="list-style-type: none"> <li>Progress (how technology improved our lives)</li> <li>Interdependence (how a disruption in systems produce a chain effect)</li> <li>Conservation (we need to preserve our environment, culture, and values)</li> </ul>	<ul style="list-style-type: none"> <li>Production (sourcing raw materials to keep up with demand)</li> <li>Consumption (societal needs and wants)</li> <li>Sustainability (understanding that the planet has finite resources that must be preserved)</li> </ul>	<ul style="list-style-type: none"> <li>Biodiversity</li> <li>Colonization</li> <li>Symbols</li> </ul>	<ul style="list-style-type: none"> <li>Exploration</li> <li>Migration</li> <li>Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Advocacies</li> <li>Propaganda</li> </ul>	<b>Student-made</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Research Skills</li> <li>Communication Skills</li> <li>Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>Social Skills</li> <li>Self-Management Skills</li> <li>Research Skills</li> </ul>	<ul style="list-style-type: none"> <li>Self-Management Skills</li> <li>Communication Skills</li> <li>Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>Research Skills</li> <li>Thinking Skills</li> <li>Self-Management Skills</li> </ul>	<ul style="list-style-type: none"> <li>Communication Skills</li> <li>Thinking Skills</li> <li>Research Skills</li> </ul>	<ul style="list-style-type: none"> <li>Social Skills</li> <li>Thinking Skills</li> <li>Research Skills</li> <li>Communication Skills</li> <li>Self Management Skills</li> </ul>
<b>Learner Profile</b>	<ul style="list-style-type: none"> <li>Caring</li> <li>Risk-Taker</li> <li>Reflective</li> </ul>	<ul style="list-style-type: none"> <li>Caring</li> <li>Inquirers</li> <li>Principled</li> </ul>	<ul style="list-style-type: none"> <li>Open-Minded</li> <li>Reflective</li> <li>Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>Inquirers</li> <li>Knowledgeable</li> <li>Reflective</li> </ul>	<ul style="list-style-type: none"> <li>Principled</li> <li>Reflective</li> <li>Communicators</li> </ul>	<ul style="list-style-type: none"> <li>Inquirers</li> <li>Knowledgeable</li> <li>Thinkers</li> <li>Communicators</li> <li>Open-Minded</li> <li>Balanced</li> <li>Reflective</li> <li>Caring</li> <li>Principled</li> </ul>



<b>Subject Areas</b>	<ul style="list-style-type: none"><li>• <b>Social Studies:</b> scientific discoveries and technological advances in history</li><li>• <b>Science:</b> Nuclear energy and resources</li><li>• <b>Language Arts:</b> Research-based argumentative essay</li><li>• PE</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies:</b> environments as systems, sustainable development in local and global contexts</li><li>• <b>Language Arts:</b> Formal and informal speeches</li><li>• <b>Science:</b> Extinction, energy flow in ecosystems, competition, symbiosis, cycles, changes in ecosystems, saving ecosystems, body systems</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies:</b> National identity, ethnic and religious diversity, population studies</li><li>• <b>Science:</b> Cells, reproduction (DNA structure, dominant traits)</li><li>• <b>Language Arts:</b> Debates</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies:</b> Explorations at different times, Age of Exploration, settlements, urban growth, abandoned settlements</li><li>• <b>Science:</b> Migration of species</li><li>• <b>Language Arts:</b> Historical nonfiction</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies:</b> The UN SDGs</li><li>• <b>Science:</b> Coding and application development</li><li>• <b>Language Arts:</b> Drama</li></ul>	<ul style="list-style-type: none"><li>• <b>Social Studies:</b> Global citizenship, globalization, conflict, development of societies, types of revolution</li><li>• <b>Mathematics:</b> Data handling</li><li>• <b>Language Arts:</b> Formal and informal speeches</li><li>• <b>Science:</b> Earth's resources</li></ul>
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