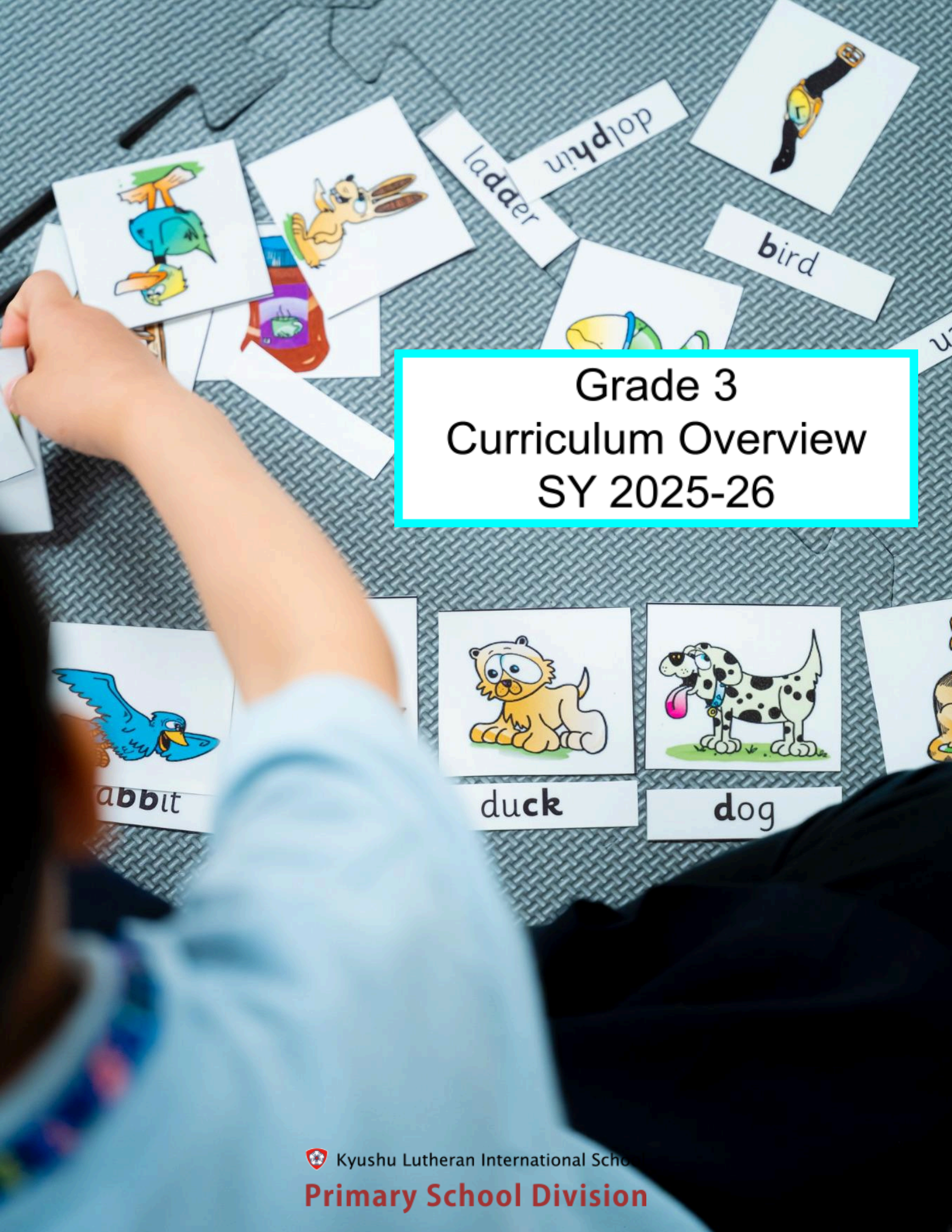


Grade 3
Curriculum Overview
SY 2025-26

Kyushu Lutheran International Scho

Primary School Division

Kyushu Lutheran International School

Primary School Division

Our Mission:

Kyushu Lutheran International School (LIS) nurtures fulfilled global citizens who strive to create a peaceful world.

Our vision:

We will be a regionally-renowned institution that bridges Kumamoto to the world through service

The inquiry-based program at LIS is designed to achieve the school's educational goals, emphasizing gratitude, a spirit of service, and lifelong learning. We strive to provide a higher quality of education tailored to each student. To achieve this, we focus on the following four areas:

Gratitude and Service

Following the philosophy of the academy, we provide education that fosters a spirit of gratitude and service to the community. We believe that education is not only about academic excellence but also about cultivating a spirit of thankfulness and a commitment to serving the community. Our curriculum integrates opportunities for students to engage in meaningful service projects, allowing them to apply their learning in ways that benefit others and contribute to a more peaceful world.

High-Quality Education

We provide a rigorous curriculum aligned with the Japanese National Curriculum Standards and incorporate the best approaches to teaching to prepare students for success internationally. By emphasizing critical thinking, creativity, and problem-solving, we equip students with the skills necessary to navigate and thrive in an increasingly complex global landscape.

Personalized Learning Experiences

We tailor learning experiences to the unique needs and interests of each student. Our inquiry-based approach allows students to explore topics that resonate with them, fostering a deeper engagement and a love for learning. Through personalized learning plans, we ensure that every student receives the support and challenge they need to reach their full potential.

Self-Regulation and Lifelong Learning

Through self-directed inquiry, we encourage students to learn how to learn and to become lifelong learners. Students are encouraged to take ownership of their learning, ask questions, and seek answers independently. This process not only enhances their academic skills but also instills a sense of responsibility and a lifelong passion for learning. Our goal is to cultivate independent thinkers who are prepared to continuously adapt and grow throughout their lives.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Dear Parents and Guardians,

At LIS, we implement the International Baccalaureate Primary Years Programme (PYP) alongside the Japanese national curriculum. This blended approach allows us to meet both international and local educational standards while nurturing each student's academic, social, and emotional growth. For more details about the Japanese national curriculum, you may refer to the official guidelines provided by the Ministry of Education, Culture, Sports, Science and Technology (MEXT): https://www.mext.go.jp/content/20230120-mxt_kyoiku02-100002604_01.pdf

Through the PYP, your child will engage in rich, transdisciplinary learning that encourages inquiry, creativity, and collaboration. They will explore meaningful concepts through hands-on experiences, real-world connections, and reflective thinking, all guided by the attributes of the IB Learner Profile.

This curriculum overview is designed to give you a clear picture of what your child will be learning throughout the year across core subject areas. It also outlines the key concepts, learning goals, and approaches we use to support each child's development.

We look forward to partnering with you to support your child's growth and success!

保護者の皆さまへ

LISでは、国際バカロレア初等教育プログラム（PYP）と日本の学習指導要領の両方に基づいた教育を行っています。このように国際的な視点と日本の教育基準を組み合わせることで、子どもたちの学力だけでなく、社会性や感情面の成長も大切にしたバランスの取れた学びを提供しています。

日本の学習指導要領について詳しく知りたい方は、文部科学省の公式資料をご覧ください：
https://www.mext.go.jp/content/20230120-mxt_kyoiku02-100002604_01.pdf

PYPでは、探究的で創造的、協働的な学びを通して、子どもたちが実生活とつながるテーマについて主体的に考え、学びを深めていきます。IBの「学習者像（Learner　Profile）」を軸に、思考力や表現力、自己理解を育てる活動を大切にしています。

このカリキュラム概要では、年間を通してどのような学びが行われるのかを、主要教科や学習の目標、重点的に育てる力とともにご紹介しています。

お子さまの成長と学びを一緒に支えていけることを楽しみにしています。

Regarding the use of textbooks 教科書の使い方について

At LIS, we use textbooks as planning tools. Behind the scenes, our teachers refer to Kumamoto City designated textbooks to ensure that we fully address the Japanese National Curriculum Standards. Even if students do not use the textbook directly in the classroom, we make sure that the content and key ideas are taught—in a more engaging, inquiry-based way.

The biggest difference in the way we use textbooks is that we may change the order of textbook chapters to align with our Programme of Inquiry. We may also modify or skip the exact flow, topics, or activities in the textbooks, and use additional resources when needed. However, we ensure that all required content from the Japanese National Curriculum Standards is covered.

LISでは、教科書を「授業の計画のためのツール」として活用しています。授業の裏側では、教師たちが熊本市が採択している教科書を参照し、日本の学習指導要領にしっかりと沿った指導ができるように計画しています。教室では、必ずしも教科書を直接使うことはありませんが、そこに含まれる内容や大切な考え方は、より魅力的で探究的な学びの中で確実に扱っています。

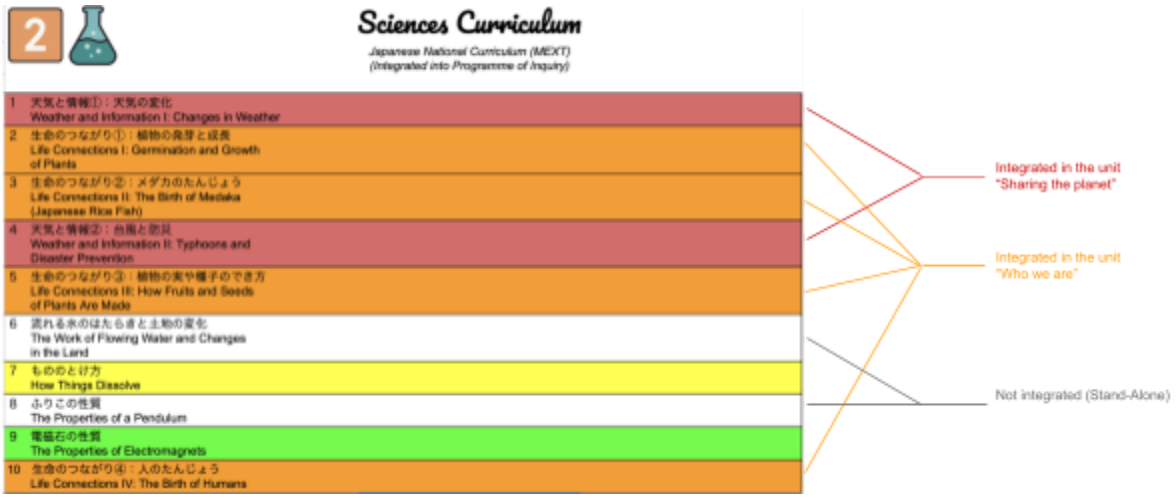
LISにおける教科書の使い方で最も大きな特徴は、PYPの年間探究計画（Programme of Inquiry）に合わせて、教科書の単元の順番を変更することがある点です。また、必要に応じて教科書の活動や内容の一部を変更・省略したり、他のリソースを補足的に使ったりすることもあります。ただし、日本の学習指導要領で定められた内容はすべてしっかりと扱うようにしています。

Regarding this document このドキュメントについて

In this document, each PYP transdisciplinary theme is assigned a color, as listed below:
このドキュメントでは、各PYPの教科横断的な探究のテーマに色を割り当てています。テーマと色の対応は以下の通りです：

SHARING THE PLANET	**WHERE WE ARE IN PLACE AND TIME**
HOW THE WORLD WORKS	**HOW WE EXPRESS OURSELVES**
HOW WE ORGANIZE OURSELVES	**WHO WE ARE**

When a textbook chapter is highlighted in this document, it indicates that the content will be integrated into the unit that matches the corresponding PYP color theme.
このドキュメント内で教科書の単元がハイライトされている場合、それはその内容が、対応するPYPの色分けされたテーマに沿ったユニットに統合されることを示しています。



IB-PYP Curriculum

International Baccalaureate Organization. Primary Years Programme.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

Inquirers
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Approaches to Learning (ATL)

We use a set of essential skills to become independent, lifelong learners.

Thinking skills	We think critically and creatively to solve problems.
Communication skills	We communicate clearly and listen with care.
Self-management skills	We manage our time, emotions, and responsibilities.
Social skills	We work well with others and learn from different perspectives.
Research skills	We ask questions, explore ideas, and reflect on our learning.

Programme of Inquiry Grade 3 (age 8-9)

WHO WE ARE

① Apr-May (6 weeks)

An inquiry into: physical, emotional, social and spiritual health and well-being

Central idea
Belief systems help us understand the world and what it means to be human.

Key concepts: form, connection, perspective

Related concepts: values, identity, culture

Lines of inquiry
・Personal belief systems, customs and traditions around the world
・How belief systems influence the way we live and interact with others
・How values contribute to the engagement and actions of communities

HOW WE ORGANIZE OURSELVES

② May-July (6 weeks)

An inquiry into: representation, collaboration and decision-making

Central idea
People use signs and symbols to help them communicate with others in their community and around the world.

Key concepts: form, function, connection

Related concepts: culture, media, pattern, access

Lines of inquiry
・Iconography
・How visual language facilitates communication
・Specialized systems of communication

HOW THE WORLD WORKS

③ Sep-Oct (6 weeks)

An inquiry into: discovery, design, innovation: possibilities and impacts

Central idea
Scientific principles influence the way we design and create inventions.

Key concepts: funciton, causation, connection

Related concepts: forces and motions, energy transformation, materials properties, innovation, ethics

Lines of inquiry
・The properties and behaviors of electricity, magnetism, and forces.
・How scientific principles are applied in creating inventions.
・How we can use knowledge of science to solve real-world problems.

SHARING THE PLANET

Year-long

An inquiry into: nature, complexity, coexistence and wisdom

Central idea
Human interactions with nature has an influence on living things and ecosystems

Key concepts: causation, change, responsibility

Related concepts: interdependence, sustainability, cycle, adaptation, growth, conservation

Lines of inquiry
・How living things interact with their environment.
・Life cycles and growth patterns of plants and animals.
・How human actions influence plant and animal life.

HOW WE EXPRESS OURSELVES

⑤ Jan-Feb (5 weeks)

Central idea
People use imagination and creativity to express ideas, feelings, and stories in different ways.

Key concepts: perspective, form, reflection

Related concepts: voice, imagination, expression, creativity

Lines of inquiry
・Different ways people express ideas and feelings
・How imagination inspires creativity
・Understanding and respecting different voices and perspectives

WHERE WE ARE IN PLACE AND TIME

④ Oct-Nov (6 weeks)

An inquiry into: periods, events and artefacts;
communities, heritage, culture and environment

Central idea
The history and development of our city influence how we live today.

Key concepts: change, connection, perspective

Related concepts: time, location, economy, sosciety

Lines of inquiry
・How our city has changed over time
・The role of people in the development of the city
・How the city's history affects our lives today

The provided Programme of Inquiry and curriculum reflects our planning as of the start of the school year; however, it may evolve throughout the year based on student interests, questions, and choices, as we value and support student agency in their learning.

Social Studies

Japanese National Curriculum (MEXT)
(Integrated into Programme of Inquiry)

1 わたしたちの住んでいるところ Where We Live	1 わたしたちの住んでいる市のようす The Appearance of Our City
2 わたしたちのくらしとまちではたらく人びと Our Lives and People Working in Our Town	1 工場ではたらく人びとの仕事 The Jobs of People Working in Factories
	（■畑ではたらく人びとの仕事） （The Jobs of People Working in Farms）
	2 店ではたらく人びとの仕事 The Jobs of People Working in Shops
3 安全なくらしを守る Protecting a Safe Life	1 火事から人びとを守る Protecting People from Fires
	2 交通事故や事件から人びとを守る Protecting People from Traffic Accidents and Incidents
4 市のようすとくらしのうつりかわり The Appearance of the City and Changes in Life	1 うつりかわる市とくらし Changing Cities and Lives

Color Code:	*Integrated in "How we organize ourselves"*	*Integrated in "How the world works"*	*Integrated in "How we express ourselves"*
Stand-Alone (not integrated)	*Integrated in "Sharing the planet"*	*Integrated in "Where we are in place and time"*	*Integrated in "Who we are"*

Science

Japanese National Curriculum (MEXT)
(Integrated into Programme of Inquiry)

1 自然の観察 Observing Nature
2 植物の育ち方①:たねまき How Plants Grow I: Sowing Seeds
3 こん虫の育ち方 How Insects Grow
◎ 植物の育ち方②:葉がふえたころ How Plants Grow II: When Leaves Increase
4 ゴムと風の力のはたらき The Power of Rubber and Wind
5 音のふしぎ The Mystery of Sound
◎ 植物の育ち方③:花 How Plants Grow III: Flowers
6 動物のすみか Animal Habitats
◎ 植物の育ち方④:花がさいた後 How Plants Grow IV: After the Flowers Bloom
7 地面のようすと太陽 The Ground and the Sun
8 太陽の光 Sunlight
9 電気の通り道 Electrical Circuits
10 磁石のふしぎ The Mystery of Magnets
11 ものの重さ The Weight of Objects
◎ おもちゃショーを開こう！ Let's Hold a Toy Show!

Color Code:	*Integrated in "How we organize ourselves"*	*Integrated in "How the world works"*	*Integrated in "How we express ourselves"*
Stand-Alone (not integrated)	*Integrated in "Sharing the planet"*	*Integrated in "Where we are in place and time"*	*Integrated in "Who we are"*

Math Curriculum

Japanese National Curriculum (MEXT)

1 九九の表とかけ算 Multiplication Tables and Multiplication	乗数と積の関係 Relationship between multiplier and product
	10のかけ算，0のかけ算 Multiplying by 10 and 0
	a×□＝b，□×a＝bの□を求める問題 Solving for □ in a × □ = b and □ × a = b
2 わり算 Division	わり算の意味(等分除，包含除)と答えの求め方　<÷，わり算> Meaning of division (sharing and grouping) and how to find the answer　<÷ Division>
	わり算になる問題をつくる活動，除法と加法減法の複合問題 Creating word problems that involve division; combined problems with addition and subtraction
	0をわるわり算 Division involving 0
	簡単な場合の(2位数)÷(1位数)＝(2位数)の計算 Calculations of (two-digit ÷ one-digit = two-digit) in simple cases
3 たし算とひき算の筆算 Written Addition and Subtraction	3桁の加法の筆算 Written addition of three-digit numbers
	3桁の減法の筆算 Written subtraction of three-digit numbers
	4桁の簡単な加法減法の筆算3口の加法の工夫 Written addition and subtraction of four-digit numbers; strategies for adding three numbers
4 時こくと時間 Time and Duration	時間の求め方，時刻の求め方 Finding elapsed time and specific times
	秒の概念，1分＝60秒　<秒> Understanding seconds; 1 minute = 60 seconds
5 一万をこえる数 Numbers Greater than 10 000	1億までの数の命数法と記数法　<一万の位，十万の位，百万の位，千万の位> Reading and writing numbers up to 100 million　<ten-thousand place, hundred-thousand place, million place, ten-million place>
	1億という数の意味と命数法，記数法　<一億，100000000> Understanding “one hundred million” and its notation　<100 000 000>
	1億までの数の仕組み，加法的相対的な見方 Understanding the structure of numbers up to 100 million; additive and relative viewpoints
	1億までの数の大小比較，数系列　<不等号，数直線> Comparing and ordering numbers up to 100 million　<inequality signs, number line>
	1000，1万を単位とする簡単な加減計算 Simple addition and subtraction using 1 000 and 10 000 as units
	「10倍」「100倍」「1000倍」「10でわる」と位取り Place-value patterns for “10 times,” “100 times,” “1 000 times,” and “dividing by 10”
6 表とグラフ Tables and Graphs	資料の分類整理 (「正」の字で表し，表に整理する) Classifying and organizing data (using tally marks and tables)
	棒グラフのよみ方　<ぼうグラフ> Reading bar graphs
	棒グラフのかき方 Drawing bar graphs
	簡単な2次元の表 Understanding simple two-way tables
	2つの棒グラフの比較と考察 Comparing and interpreting two bar graphs
7 たし算とひき算 Mental Addition and Subtraction	2桁の加法減法の暗算 Mental calculation with two-digit addition and subtraction
8 長さ Length	1mをこえる長さの測定（巻尺の使い方） Measuring lengths greater than 1 m (using a tape measure)
	長さの普遍単位「km」の理解，1km＝1000m　<km，キロメートル> Understanding the standard unit of length “km,” 1 km = 1 000 m　<km, kilometer>
	長さと時間の量感，100mの量感を用いた見積もり Estimating using a sense of length and time (e.g., 100 m distance)
9 あまりのあるわり算 Division with Remainders	余りのあるわり算の意味と式　<あまり，わり切れる，わり切れない> Understanding the meaning and expressions of division with remainders　<remainder, divisible, not divisible>
	余りと除数の大きさの関係 Relationship between remainder and divisor size
	被除数除数商余りの関係と答えの確かめ Relationship among dividend, divisor, quotient, and remainder; checking answers

	余りの処理の問題 Problems involving how to handle remainders
10 重さ Weight	重さの概念，直接比較任意単位による重さの測定 Understanding the concept of weight; direct comparison and measurement with arbitrary units
	重さの普遍単位「g」の理解と測定 <g，グラム> Understanding and measuring the standard unit “g” <g, gram>
	重さの普遍単位「kg」の理解と測定，1kg＝1000g <kg，キログラム> Understanding and measuring the standard unit “kg,” 1 kg = 1 000 g <kg, kilogram>
	1kgの量感，1kgの量感を用いた見積もり，はかりの選択 Developing a sense of 1 kg and estimating using it; selecting appropriate scales
	重さの簡単な加減計算 Simple addition and subtraction of weights
	量の単位の関係，重さの普遍単位「t」の理解，1t＝1000kg <t，トン> Relationships among units of measurement; understanding “t” (ton) as 1 t = 1 000 kg <t, ton>
11 円と球 Circles and Spheres	円の概念と性質，円の作図 <円，中心，半径> Understanding the concept and properties of circles; drawing circles <circle, center, radius>
	円の直径と中心の関係，円の中心のみつけ方 <直径> Relationship between diameter and center; how to find the center
	コンパスを使った長さの写しとり Copying lengths using a compass
	球の概念と性質 <球> Understanding the concept and properties of spheres
12 何倍でしょう “How Many Times?”	何倍かを求める計算（第1用法） Calculating how many times larger or smaller (first usage)
	もとにする量，くらべる量を求める計算（第3，2用法） Finding the base quantity or compared quantity (second and third usages)
	a×b×cの場面で，順に考えたりまとめて考えたりして解く問題 Solving problems involving a × b × c by step-by-step or grouped reasoning
	a×b×cの場面で，まとめて考えて解く問題 Solving a × b × c problems using grouped calculation
13 計算のじゅんじょ Order of Operations	乗法の結合法則 Understanding the associative law of multiplication
14 1けたをかけるかけ算の筆算 Written Multiplication by One-Digit Numbers	(何十)×(1桁)，(何百)×(1桁)の計算 Calculations of (tens) × (one-digit) and (hundreds) × (one-digit)
	(2桁)×(1桁)，(3桁)×(1桁)の筆算 Written multiplication (two-digit × one-digit, three-digit × one-digit)
	簡単な(2桁)×(1桁)の暗算 Simple mental calculation (two-digit × one-digit)
15 式と計算 Expressions and Calculations	a×c＋b×cの場面で，順に考えたりまとめて考えたりして解く問題 Solving a × c + b × c problems by step-by-step or grouped reasoning
	加法と乗法の分配法則 Understanding the distributive law of addition and multiplication
16 分数 Fractions	1に満たない大きさの表し方，分数の概念 <1mの1/2，1mの1/3，1/3m，2/3m，分数，分子，分母> Representing quantities less than 1; concept of fractions <½ m, ⅓ m, ⅔ m, fraction, numerator, denominator>
	数としての分数の意味，単位分数の何個分という見方 Understanding fractions as numbers; interpreting as “how many unit fractions”
	分数の系列（数直線上の分数），大小比較 <等号> Fraction sequences on a number line; comparing sizes
	同分母分数の加減計算 Addition and subtraction of fractions with the same denominator
17 三角形 Triangles	二等辺三角形,正三角形の概念 <二等辺三角形，正三角形> Concepts of isosceles and equilateral triangles <isosceles triangle, equilateral triangle>
	コンパスを使った二等辺三角形や正三角形の作図 Drawing isosceles and equilateral triangles using a compass
	円や色紙を使った二等辺三角形正三角形づくり Making isosceles and equilateral triangles using circles or colored paper
	角の概念，角の大きさの直接比較 Understanding the concept of angles and comparing angle sizes directly
	正三角形，二等辺三角形の敷き詰め Tiling with equilateral and isosceles triangles
18 小数 Decimals	小数の概念と表し方 <0.1，小数，小数点，1/10の位，整数> Understanding the concept and notation of decimals <0.1, decimal, decimal point, tenths place, whole number>
	小数の加法的相対的な見方，系列，大小比較 Additive and relative understanding of decimals; ordering and sequencing
	数直線などを使った小数と分数の大小比較 Comparing decimals and fractions using number lines

	1/10の位までの小数の加減計算と筆算 Addition, subtraction, and written calculation of decimals to the tenths place
19 2けたをかけるかけ算の筆算 Written Multiplication by Two-Digit Numbers	(2桁)×(何十)のかけ算 Multiplying (two-digit × tens)
	(2桁)×(2桁), (3桁)×(2桁)の筆算 Written multiplication (two-digit × two-digit, three-digit × two-digit)
20 □を使った式 Expressions Using □	□を使った立式（□＋a, a－□） Forming expressions using □ (□ + a, a − □)
	加減乗除の場面で, □を使った立式と□を求める問題 Writing and solving expressions using □ for addition, subtraction, multiplication, and division
	文, 図, 式の相互理解 Understanding connections among words, diagrams, and expressions

Integration: Teachers usually follow the progression provided above, and all chapters are integrated into units of inquiry whenever possible.
担任は通常、この学習の流れに沿って授業を行い、可能な限りすべての単元を探究の単元に関連統合しています。

English Curriculum

Common Core ELA Standards

Reading: Literature	**RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RL.3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **RL.3.6:** Distinguish their own point of view from that of the narrator or those of the characters. **RL.3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) **RL.3.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Reading: Informational	**RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. **RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **RI.3.6:** Distinguish their own point of view from that of the author of a text. **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic. **RI.3.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Reading: Foundational Skills	**RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.3.3a:** Identify and know the meaning of the most common prefixes and derivational suffixes. **RF.3.3b:** Decode words with common Latin suffixes. **RF.3.3c:** Decode multisyllable words. **RF.3.3d:** Read grade-appropriate irregularly spelled words. **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension. **RF.3.4a:** Read grade-level text with purpose and understanding. **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing	**W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons. **W.3.1a:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **W.3.1b:** Provide reasons that support the opinion. **W.3.1c:** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. **W.3.1d:** Provide a concluding statement or section. **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.3.2a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **W.3.2b:** Develop the topic with facts, definitions, and details. **W.3.2c:** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **W.3.2d:** Provide a concluding statement or section. **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.3.3a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

	W.3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **W.3.3c:** Use temporal words and phrases to signal event order. **W.3.3d:** Provide a sense of closure. **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **W.3.7:** Conduct short research projects that build knowledge about a topic. **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking & Listening	**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **SL.3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **SL.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **SL.3.1d:** Explain their own ideas and understanding in light of the discussion. **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)
Language	**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.1a:** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **L.3.1b:** Form and use regular and irregular plural nouns. **L.3.1c:** Use abstract nouns (e.g., *childhood*). **L.3.1d:** Form and use regular and irregular verbs. **L.3.1e:** Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. **L.3.1f:** Ensure subject-verb and pronoun-antecedent agreement. **L.3.1g:** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **L.3.1h:** Use coordinating and subordinating conjunctions. **L.3.1i:** Produce simple, compound, and complex sentences. **L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.3.2a:** Capitalize appropriate words in titles. **L.3.2b:** Use commas in addresses. **L.3.2c:** Use commas and quotation marks in dialogue. **L.3.2d:** Form and use possessives. **L.3.2e:** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). **L.3.2f:** Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. **L.3.2g:** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.3.3a:** Choose words and phrases for effect. **L.3.3b:** Recognize and observe differences between the conventions of spoken and written standard English. **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

L.3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

L.3.4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

L.3.5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Integration:

The following objectives outline the expected learning outcomes by the end of each grade level. Teachers plan their yearly programs to address these objectives at appropriate times throughout the school year, integrating them into Units of Inquiry whenever possible.
As most of our students are non-native English speakers, progress toward these objectives varies according to individual language development. While some students may not fully achieve every objective within the grade level, all students are supported and encouraged to work toward these goals at their own pace as part of their ongoing language growth.

各学年の目標は、その学年の終わりまでに身につけることを目指す学習の成果を示しています。
先生たちは年間を通して、これらの目標を学ぶ時期を考えながら計画を立て、できるだけ探究の単元（Unit of Inquiry）の中に組み込んで学習を進めます。
本校の児童の多くは英語を母語としないため、目標の達成までの進み方には個人差があります。
学年の終わりまでにすべての目標を達成できないこともありますが、どの児童も自分のペースで目標に向かって努力できるよう、先生たちは丁寧にサポートしています。

Socio-Emotional Learning (SEL)

Second Step® Elementary

Unit 1: Growth Mindset & Goal-Setting	Changing Your Brain Getting Better with Practice More Than Practice Planning for Practice Performance Task: Make a Practice Plan
Bullying Prevention Unit (BPU)	Class Rules Recognizing Bullying Reporting Bullying Refusing Bullying Bystander Power
Unit 2: Emotion Management	Why Emotions? How Angry? Take a Break How Happy? Performance Task: Strength of Feelings
Unit 3: Empathy & Kindness	Kindness and Friendship Building a Friendship My Kind of Kindness Asking Questions Performance Task: Do Something Kind
Unit 4: Problem-Solving	STEP by Step S: Say the Problem T: Think and E: Explore P: Pick a Solution Performance Task: Solving a Problem
Child Protection Unit (BPU) **from SY2026-27*	Ways to Stay Safe The Always Ask First Rule Safe and Unsafe Touches The Touching Rule Practicing Staying Safe Reviewing Saftey Skills

**Weekly lessons are taught at the beginning of each week, and skills learned are reviewed and practiced during the week.*

P.E. Curriculum

Japanese National Curriculum (MEXT), Grades 3 and 4

体つくり運動 Body Movement Exercise	体ほぐしの運動 Relaxation exercises 多様な動きをつくる運動 Exercises that develop diverse movements
器械運動 Apparatus Exercise	マット運動 Mat exercises 鉄棒運動 Horizontal bar exercises 跳び箱運動 Vaulting box exercises
走・跳の運動 Running and Jumping Exercise	かけっこ・リレー Races and relays 小型ハードル走 Mini-hurdle runs 幅跳び Long jump 高跳び High jump
水泳運動 Swimming Exercise	浮いて進む運動 Floating and moving exercises もぐる・浮く運動 Diving and floating exercises
ゲーム Games	ゴール型ゲーム Goal-type games ネット型ゲーム Net-type games ベースボール型ゲーム Baseball-type games
表現運動 Expressive Movement	表現 Expressive movement リズムダンス Rhythm dance
保健 Health Education	心や体の調子がよいなどの健康の状態 Good mental and physical condition 体の発育・発達 Body growth and development.