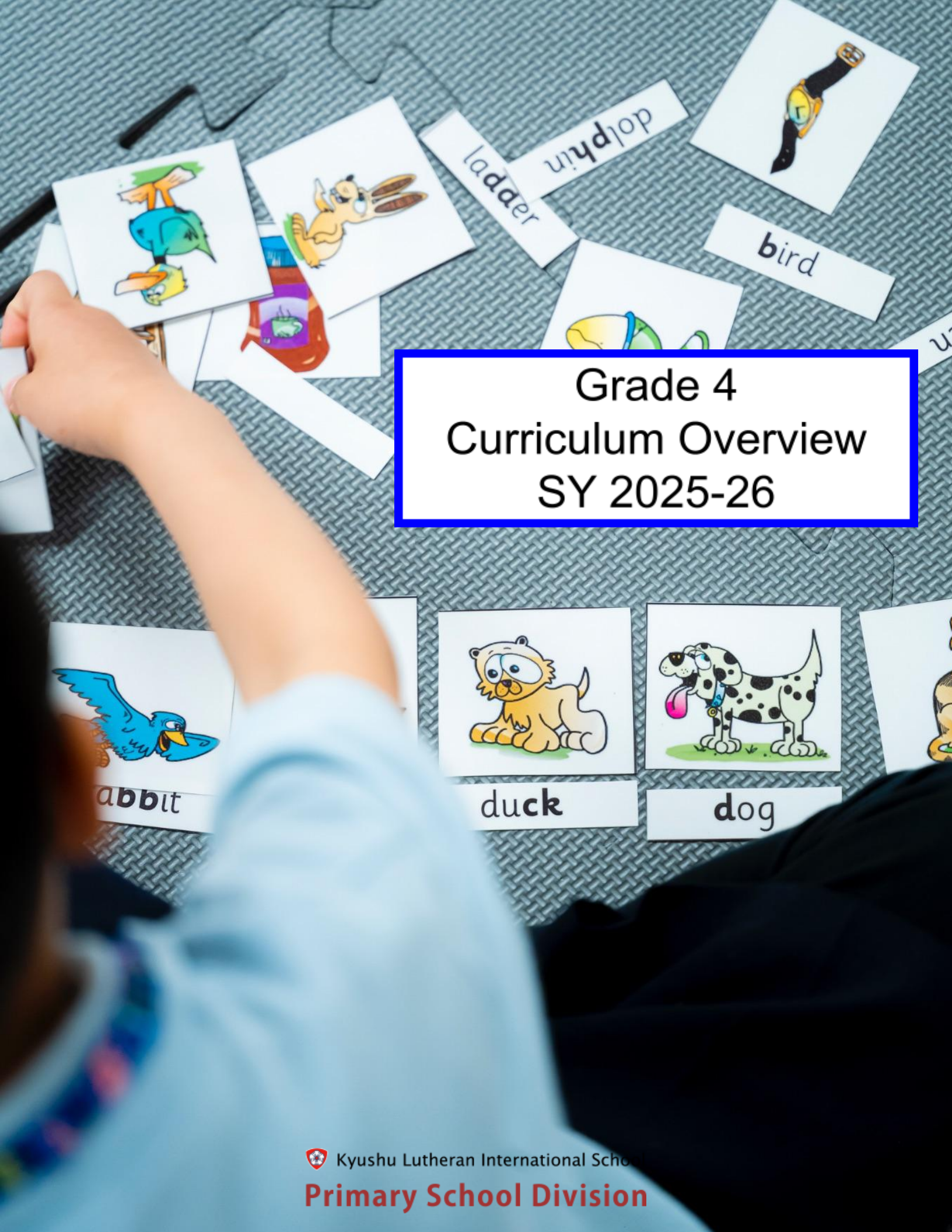




Grade 4 Curriculum Overview SY 2025-26

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.

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と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もっとも大きな特徴は、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。

2  Sciences Curriculum Japanese National Curriculum (MEXT) (Integrated into Programme of Inquiry)		
1 天気と情報①：天気の変化 Weather and Information I: Changes in Weather		Integrated in the unit "Sharing the planet"
2 生命のつながり①：植物の発芽と成長 Life Connections I: Germination and Growth of Plants		
3 生命のつながり②：メダカのおんじょう Life Connections II: The Birth of Medaka (Japanese Rice Fish)		Integrated in the unit "Who we are"
4 天気と情報②：台風と防災 Weather and Information II: Typhoons and Disaster Prevention		
5 生命のつながり③：植物の実や種子のでき方 Life Connections III: How Fruits and Seeds of Plants Are Made		Not integrated (Stand-Alone)
6 流れる水のはたらきと土地の変化 The Work of Flowing Water and Changes in the Land		
7 もののとけ方 How Things Dissolve		Not integrated (Stand-Alone)
8 ふりこの性質 The Properties of a Pendulum		
9 電磁石の性質 The Properties of Electromagnets		Not integrated (Stand-Alone)
10 生命のつながり④：人のたんじょう Life Connections IV: The Birth of Humans		

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 4 (age 9-10)	WHO WE ARE ④ Oct-Nov (6 weeks) An inquiry into: physical, emotional, social and spiritual health and well-being Central idea Understanding how our body works helps us make choices to stay healthy and active. Key concepts: function, causation, responsibility Related concepts: Lines of inquiry •The structure and function of the muscular and skeletal systems •The impact of exercise and nutrition on the human body •Making personal choices to maintain a healthy lifestyle	HOW WE ORGANIZE OURSELVES ③ Sep-Oct (6 weeks) An inquiry into: interactions within and between social and ecological systems Central idea Communities organize systems and dedicate efforts to meet needs, protect lives, and create a better future. Key concepts: causation, function, responsibility Related concepts: Lines of inquiry •The causes and effects of natural disasters •Different ways communities organize themselves to protect lives and the environment •Actions we could take to protect nature and improve people's lives
	HOW THE WORLD WORKS Year-long An inquiry into: patterns, cycles, systems Central idea Living things adapt and respond to the changing patterns of the natural world. Key concepts: change, connection Related concepts: Lines of inquiry •How changes in weather and seasons affect the environment •Ways plants and animals respond to seasonal changes •How human observe, record, and use knowledge of natural patterns	SHARING THE PLANET ① Apr-May (6 weeks) An inquiry into: nature, complexity, coexistence and wisdom Central idea Human-made systems impact the way communities live and sustain the environment. Key concepts: function, connection, responsibility Related concepts: Lines of inquiry •How human-made systems support daily life •The connection between human needs, natural resources, and technology •The impact of resource use and waste management on communities and the environment
	HOW WE EXPRESS OURSELVES ② June-July (6 weeks) An inquiry into: inspiration, imagination, creativity Central idea Observing the natural world inspires creative expression and personal understanding. Key concepts: connection, perspective, responsibility Related concepts: Lines of inquiry •How the natural world inspires artists. •How creative expression helps us understand our feelings about nature. •How appreciating nature can help us develop a sense of responsibility for it.	WHERE WE ARE IN PLACE AND TIME ⑤ Jan-Feb (5 weeks) An inquiry into: communities, heritage, culture and environment Central idea The interaction between people, culture, and geography shapes how regions develop and connect globally. Key concepts: form, causation, connection Related concepts: Lines of inquiry •The physical and cultural characteristics of regions •How regions use cultural heritage •Ways regions are connected to the world

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)

日本の 47 都道府県を旅してみよう Let's Travel Through Japan's 47 Prefectures	
1 わたしたちの県 Our Prefecture	1 わたしたちの県のように The Characteristics of Our Prefecture
2 健康な暮らしを守る仕事 Jobs That Protect a Healthy Life	1 ごみのしよりと活用 Waste Processing and Utilization
	(●下水のしよりと再利用) Sewage Treatment and Reuse
	2 くらしをささえる水 Water That Supports Our Daily Lives
	(●わたしたちのくらしと電気) Electricity and Our Daily Lives
	(●わたしたちのくらしとガス) Gas and Our Daily Lives
3 自然災害から人々を守る活動 Activities to Protect People from Natural Disasters	1 自然災害から命を守る Protecting Lives from Natural Disasters
	(■地震による災害) Disasters Caused by Earthquakes
	(■津波による災害) Disasters Caused by Tsunamis
	(●火山による災害) Disasters Caused by Volcanoes
	(●雪による災害) Disasters Caused by Snow
4 地いきの伝統や文化と、先人のはたらき Regional Traditions, Culture, and the Work of Our Ancestors	1 わたしたちのまちに伝わるもの Things That Have Been Passed Down in Our Town
	2 原野に水を引く Bringing Water to the Wilderness
	(●村の立て直しにつくす) Devotion to Rebuilding Villages
	(●自然を守る運動) Movements to Protect Nature
	(●村を育てる教育につくす) Commitment to Education for Village Development
	(●医りようにつくす) Dedication to Medical Care
5 わたしたちの住んでいる県 The Prefecture We Live In	1 伝統的な工業がさかんな地いき Regions with Thriving Traditional Industries
	2 土地の特色を生かした地いき Regions That Utilize the Characteristics of the Land
	(●土地の文化財を生かした地いき) Regions That Utilize Cultural Heritage
	3 世界とつながる地いき Regions Connected to the World

**Some topics and geographic areas presented in the textbooks may differ from the actual lessons taught in class, as we adapt them to our school's local setting and students' interests.
教科書に出てくるテーマや地理的な地域は、実際に授業で扱う内容と異なる場合があります。これは、本校の地域の状況や児童の興味に合わせて調整しているためです。*

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)

◎ 季節と生物①: 春の始まり Seasonal Changes and Living Things I: The Beginning of Spring
1 天気と気温 Weather and Temperature
2 季節と生物②: 春 Seasonal Changes and Living Things II: Spring
3 電池のはたらき The Function of Batteries
4 とじこめた空気や水 Trapped Air and Water
◎ 季節と生物③: 夏 Seasonal Changes and Living Things III: Summer
◎ 星や月①: 星の明るさや色 Stars and the Moon I: The Brightness and Color of Stars
◎ 季節と生物④: 夏の終わり Seasonal Changes and Living Things IV: The End of Summer
5 雨水のゆくえ The Journey of Rainwater
6 星や月②: 月と星の位置の変化 Stars and the Moon II: Changes in the Position of the Moon and Stars
7 わたしたちの体と運動 Our Body and Movement
◎ 季節と生物⑤: 秋 Seasonal Changes and Living Things V: Autumn
8 ものの温度と体積 Temperature and Volume of Objects
◎ 星や月③: 冬の星 Stars and the Moon III: Winter Stars
◎ 季節と生物⑥: 冬 Seasonal Changes and Living Things VI: Winter
9 もののあたためり方 How Objects Warm Up
10 すがたを変える水 Water Changing Its Form
◎ 季節と生物⑦: 春のおとずれ Seasonal Changes and Living Things VII: The Arrival of Spring

**Some topics and geographic areas presented in the textbooks may differ from the actual lessons taught in class, as we adapt them to our school's local setting and students' interests.*
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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 一億をこえる数 Numbers Greater than 100 Million	一億をこえる数の命数法, 記数法 <一億の位> Reading and writing numbers greater than 100 million
	一兆をこえる数の命数法, 記数法 <一兆> Reading and writing numbers greater than 1 trillion
	整数における十進位取り記数法とそのしくみ, 位の関係 Understanding the decimal place-value system and relationships between places in whole numbers
	「 $100 \times 100 = 1$ 万」や「 1 万 $\times 1$ 万 $= 1$ 億」を使った計算 <和, 差, 積> Calculations using relationships such as $100 \times 100 = 10\,000$ and $10\,000 \times 10\,000 = 100$ million <sum, difference, product>
	大きな数のかけ算の筆算 Written multiplication with large numbers
2 折れ線グラフ Line Graphs	折れ線グラフのよみ方, グラフの傾き <折れ線グラフ> Reading line graphs; understanding slopes
	折れ線グラフのかき方, 目盛りの省略(波線の使い方) Drawing line graphs; omitting scales (use of wavy lines)
	2つの折れ線グラフの比較と考察, 折れ線グラフと棒グラフ Comparing and interpreting two line graphs; differences between line and bar graphs
3 1けたでわるわり算の筆算 Written Division by One-Digit Numbers	(2桁) $\div$ (1桁)で商が2桁になる筆算, 答えの確かめ <商> Written division where the quotient has two digits (2-digit $\div$ 1-digit); checking answers
	(3桁) $\div$ (1桁)で商が3桁, 2桁になる筆算 Written division (3-digit $\div$ 1-digit) with 3- or 2-digit quotients
	(2桁) $\div$ (1桁)で商が2桁になる暗算 Mental division (2-digit $\div$ 1-digit) producing 2-digit quotients
4 角とその大きさ Angles and Their Measurement	角の概念(回転角) Concept of angles as rotation angles
	角度の単位と測り方, 分度器の使い方, 直角 $= 90^\circ$ < $^\circ$, 度> Units and measurement of angles; using a protractor; right angle $= 90^\circ$ < $^\circ$, degree>
	三角定規の角, 簡単な角度の計算 Angles in set squares; simple angle calculations
	180° をこえる角度の測定, 半回転 $= 180$ 度, 一回転 $= 360$ 度 Measuring angles greater than 180° ; half turn $= 180^\circ$, full turn $= 360^\circ$
	角の作図, 三角形の作図 Drawing angles and triangles
5 垂直・平行と四角形 Perpendicular, Parallel and Quadrilaterals	直線の関係と性質 <垂直, 平行> Relationships and properties of straight lines <perpendicular, parallel>
	垂直や平行な直線の作図, 長方形の作図 Drawing perpendicular and parallel lines; constructing rectangles
	台形, 平行四辺形の概念と弁別 <台形, 平行四辺形> Understanding and distinguishing trapezoids and parallelograms <trapezoid, parallelogram>
	平行四辺形の性質と作図 Properties and construction of parallelograms
	ひし形の概念と性質 <ひし形> Concept and properties of rhombuses
	対角線の意味と性質 <対角線> Meaning and properties of diagonals
	平行四辺形などの敷き詰め Tiling patterns with parallelograms and other quadrilaterals
6 小数 Decimals	$1/1000$ の位までの小数の表し方, 小数の仕組み Representing decimals to the thousandths place; understanding decimal structure
	小数の加法的相対的な見方 < $1/100$ の位, $1/1000$ の位, 小数第○位> Additive and relative understanding of decimals <hundredths place, thousandths place, decimal places>
	小数まで含めた十進位取り記数法とそのしくみ, 位の関係 Decimal place-value system and relationships among places
	小数の大小比較, 加減の筆算 Comparing decimals; written addition and subtraction of decimals
7 2けたでわるわり算の筆算 Written Division by Two-Digit Numbers	商が1桁になる何十でわるわり算 Division by multiples of ten with one-digit quotients
	(2桁) $\div$ (2桁), (3桁) $\div$ (2桁)で商が1桁になる筆算, 仮商の修正 Written division (2-digit $\div$ 2-digit, 3-digit $\div$ 2-digit) with one-digit quotients; adjusting trial quotients
	(3桁) $\div$ (2桁), (4桁) $\div$ (2桁), (4桁) $\div$ (3桁)で商が2桁になる筆算 Written division (3-digit $\div$ 2-digit, 4-digit $\div$ 2-digit, 4-digit $\div$ 3-digit) with two-digit quotients

	除法の性質，計算の工夫 Properties of division and calculation strategies
8 式と計算の順じょ Order of Operations and Expressions	()を使った式と四則混合式の計算の順序 Expressions using () and mixed operations of the four operations 四則に関して成り立つ計算のきまり(交換結合分配法則) Rules of operations (commutative, associative, distributive laws) 計算のきまりを使った計算のくふう，式のみ方 Applying these rules for efficient calculation; reading expressions 加減の相互関係，乗除の相互関係(□を使った式) Relationships between addition and subtraction, multiplication and division (expressions using □)
9 割合 Ratio and Proportion	何倍かを求める計算(第1用法) <割合> Calculating how many times larger or smaller (first usage) くらべる量，もとにする量を求める計算(第2, 3用法) Finding the base quantity or the compared quantity (second and third usages) $\square \times a \times b = c$で□を求める問題 Solving for □ in equations such as $\square \times a \times b = c$
10 面積 Area	面積の意味，直接比較任意単位による面積の測定 <面積> Meaning of area; measuring area by direct comparison and arbitrary units 面積の普遍単位「cm^2」の理解と測定 <cm^2，平方センチメートル> Understanding and measuring the standard unit “cm^2” <cm^2, square centimeter> 長方形正方形の面積の求め方と公式，L字型の面積 Finding and formulating the area of rectangles and squares; area of L-shaped figures 面積の普遍単位「m^2，km^2，a，ha」の理解，$1\text{m}^2 = 10000\text{cm}^2$など <$\text{m}^2$，$\text{km}^2$，a，ha，平方メートル，平方キロメートル，アール，ヘクタール> Understanding and using standard units of area (m^2, km^2, a, ha); $1\text{m}^2 = 10\,000\text{cm}^2$ <m^2, km^2, a, ha, square meter, square kilometer, are, hectare> 1m^2の量感，1m^2の量感を用いた見積もり Developing a sense of 1m^2 and estimating area using it 長さの単位と面積の単位の関係 Relationship between units of length and units of area
11 がい数とその計算 Approximation and Estimation	概数や四捨五入の意味 <がい数，切り上げ，切り捨て，四捨五入> Meaning of approximation and rounding <approximate number, round up, round down, round off> 概数の表し方，概数にしたときの数の範囲 <以上，以下，未満> How to express approximate numbers; ranges when numbers are rounded <more than, less than, equal to or less than> 答えを概数で求める問題 <がい算> Solving problems using approximate answers 切り上げ切り捨てによる和の見積もり Estimating sums by rounding up or down
12 小数のかけ算とわり算 Multiplication and Division of Decimals	(小数)$\times$(整数)の計算の意味とその仕方 Meaning and method of (decimal) $\times$ (integer) calculations (1/10の位の小数)$\times$(1, 2桁)の筆算 Written multiplication of (decimals to the tenths place) $\times$ (one- or two-digit numbers) (小数)$\div$(整数)の計算の意味とその仕方 Meaning and method of (decimal) $\div$ (integer) calculations (整数)$\div$(整数)=(小数)の計算，(1/10の位の小数)$\div$(1, 2桁)の筆算 Calculating (integer $\div$ integer = decimal) and written division of (decimals to the tenths place) $\div$ (one- or two-digit numbers) 余りのある筆算，わり進む筆算，商を概数で表すこと Written division with remainders; extending division beyond remainders; expressing quotients as approximate numbers 小数倍 Understanding decimal multiples
13 調べ方と整理のしかた Research and Data Organization	資料を2つの観点で分類整理し，2次元の表にまとめること Classifying and organizing data from two perspectives; summarizing in two-way tables 調べたことをまとめた表の考察 Interpreting and analyzing the tables created
14 分数 Fractions	1を基準にした分数の分類 <真分数，仮分数，帯分数> Classifying fractions based on the unit 1 <proper fraction, improper fraction, mixed number> 同分母分数の加減，帯分数の入った計算 Addition and subtraction of fractions with the same denominator; calculations involving mixed numbers 等しい分数 Equivalent fractions
15 変わり方 Patterns and Relationships (Change)	伴って変わる2量の関係を表や式にかいて調べること Expressing and investigating relationships between two related quantities using tables and expressions 伴って変わる2量の関係を折れ線グラフにかいて変化の様子を調べること Representing these relationships in line graphs and observing how they change
16 直方体と立方体 Rectangular Prisms and Cubes	直方体や立方体の概念と性質 <直方体，立方体> Concepts and properties of rectangular prisms and cubes <rectangular prism, cube> 直方体や立方体の見取図，展開図 <見取図，てん開図> Perspective drawings and nets of rectangular prisms and cubes <diagram, net>

	面や辺の平行垂直 Parallel and perpendicular faces and edges
	2次元座標, 3次元座標を使った位置の表し方 Representing positions using 2-D and 3-D coordinates

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.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Informational	RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.4.4: Read with sufficient accuracy and fluency to support comprehension. RF.4.4a: Read grade-level text with purpose and understanding. RF.4.4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing	W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1b: Provide reasons that are supported by facts and details. W.4.1c: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). W.4.1d: Provide a concluding statement or section related to the opinion presented. W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2a: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). W.4.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2e: Provide a concluding statement or section related to the information or explanation presented.

	W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations. W.4.3c: Use a variety of transitional words and phrases to manage the sequence of events. W.4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely. W.4.3e: Provide a conclusion that follows from the narrated experiences or events. W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W.4.9a: Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). W.4.9b: Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). W.4.10: 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.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.1a: 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.4.1b: Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. SL.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3: Identify the reasons and evidence a speaker provides to support particular points. SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.6: Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.
Language	L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1a: Use relative pronouns (<i>who</i>, <i>whose</i>, <i>whom</i>, <i>which</i>, <i>that</i>) and relative adverbs (<i>where</i>, <i>when</i>, <i>why</i>). L.4.1b: Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses. L.4.1c: Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. L.4.1d: Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.4.1e: Form and use prepositional phrases. L.4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1g: Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>). L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2a: Use correct capitalization. L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2c: Use a comma before a coordinating conjunction in a compound sentence. L.4.2d: Spell grade-appropriate words correctly, consulting references as needed. L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3a: Choose words and phrases to convey ideas precisely. L.4.3b: Choose punctuation for effect. L.4.3c: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- L.4.4a:** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4b:** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- L.4.4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a:** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- L.4.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.5c:** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

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	Setting a Good Class Goal Making a Plan Checking Our Progress Reflecting On Our Journey Performance Task: Gallery Walk Celebration
Bullying Prevention Unit (BPU)	Class Rules Recognize, Report, Refuse Bystander Power Bystander Responsibility Bystanders to Cyber Bullying
Unit 2: Emotion Management	The Balanced Brain What is Rethinking? How to Rethink Take Another Look Performance Task: Rethink It!
Unit 3: Empathy & Kindness	The Same, But Different Ask, Listen, Learn Seeing It Differently Changing Your Mind Performance Task: A New Point of View
Unit 4: Problem-Solving	A Good Problem-Solver Saying It Respectfully Exploring Outcomes A Good Solution Performance Task: STEP into Problem-Solving
Child Protection Unit (BPU) <i>*from SY2026-27</i>	Keeping Yourself Safe Always Ask First Unsafe and Unwanted Touches The Private Body Parts Rule Practicing the Ways to Stay Safe Reviewing Safety 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

体づくり運動 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.