

Grade 5
Curriculum Overview
SY 2025-26

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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.

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：メダカのお誕生 Life Connections II: The Birth of Medaka (Japanese Rice Fish)	
4 天気と情報②：台風と防災 Weather and Information II: Typhoons and Disaster Prevention	Integrated in the unit "Who we are"
5 生命のつながり③：植物の実や種子の働き Life Connections III: How Fruits and Seeds of Plants Are Made	
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	Not integrated (Stand-Alone)
7 もののとけ方 How Things Dissolve	
8 ふりこの性質 The Properties of a Pendulum	
9 電磁石の性質 The Properties of Electromagnets	Integrated in the unit "Who we are"
10 生命のつながり④：人の誕生 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.
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Programme of Inquiry Grade 5 (age 10–11)	WHO WE ARE	HOW WE ORGANIZE OURSELVES
	③ Sep-Oct (6 weeks) An inquiry into: physical, emotional, social and spiritual health and well-being Central idea Living things change and grow through different stages that support new life. Key concepts: form, change, connection Related concepts: maturity, wellbeing, reproduction, growth, cycles, development Lines of inquiry •The physical and developmental changes living things go through in life. •The conditions that support healthy growth. •Our responsibility to understand and support life and growth.	④ Oct-Nov (6 weeks) An inquiry into: approaches to livelihoods and trade practices: intended and unintended consequences Central Idea The food we grow and eat is dependent on the land, the weather, and people's traditions. Key concepts: function, perspective, causation Related concepts: production, climate, culture, geography Line of Inquiry: •How communities use local resources to produce food. •How geography and climate shape food production. •How cultural practices and traditions influence the types of food produced and consumed.
	HOW THE WORLD WORKS	SHARING THE PLANET
	② Jun-Jul (5 weeks) An inquiry into: discovery, design, innovation: possibilities and impacts Central idea Natural materials can undergo changes that provide benefits and challenges for society and the environment. Key concepts: form, change, responsibility Related concepts: sustainability, transformation, industrialization, innovation, trade Lines of inquiry •Conditions that cause reversible and irreversible changes in materials •How societies take advantage of the properties of materials •The impact of retrieval, production and the use of materials on the environment	① Apr-May (6 weeks) An inquiry into: nature, complexity, coexistence and wisdom Central idea Understanding natural disasters helps communities reduce risks and build a sustainable future. Key concepts: causation, change, responsibility Related concepts: innovation, public safety, climate change Lines of inquiry •The causes of natural disasters and their impact on humans and the environment. •The strategies used to respond to and resolve environmental crises. •How disaster responses have changed over time and their role in building a sustainable future.
	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME
	⑤ Nov-Dec (4 weeks) An inquiry into: personal, social and cultural modes and practices of communication; intentions, perceptions, interpretations and responses Central idea People use various forms of art, media and technology to communicate and shape understanding in their societies. Key concepts: change, connection, perspective Related concepts: aesthetics, metaphor Lines of inquiry •The role of art, media, and technology in conveying messages and ideas. •How the use of information shapes industries such as broadcasting, tourism, and medicine.	⑥ Jan-Mar EXHIBITION

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 日本の国土と人々の暮らし Japan's Land and People's Lives	1 世界から見た日本 Japan from a Global Perspective
	2 日本の地形や気候 Japan's Topography and Climate
	3 さまざまな土地の暮らし Lifestyles in Various Regions
	[1] あたたかい沖縄県に住む人々の暮らし Life in Warm Okinawa Prefecture
	[2] 低地に住む岐阜県海津市の人々の暮らし Life in the Lowlands of Kaizu City, Gifu Prefecture
	(■寒い土地の暮らし—北海道旭川市—) Life in Cold Regions – Asahikawa City, Hokkaido
	(■高い土地の暮らし—群馬県嬬恋村—) Life in High-altitude Regions – Tsumagoi Village, Gunma Prefecture
2 わたしたちの食生活を支える食料生産 Food Production That Supports Our Diet	1 食生活を支える食料の産地 Food Production Areas That Support Our Diet
	2 米作りのさかんな地域 Regions Where Rice Farming Thrives
	3 水産業のさかんな地域 Regions Where the Fishing Industry Thrives
	(■畜産業のさかんな宮崎県) Regions Where Livestock Farming Thrives – Miyazaki Prefecture
	(●くだもの作りのさかんな和歌山県) Regions Where Fruit Cultivation Thrives – Wakayama Prefecture
	(●野菜作りのさかんな高知県) Regions Where Vegetable Cultivation Thrives – Kochi Prefecture
	4 これからの食料生産 The Future of Food Production
3 工業生産とわたしたちの暮らし Industrial Production and Our Lives	1 くらしや産業を支える工業生産 Industrial Production That Supports Daily Life and Industries
	2 自動車工業のさかんな地域 Regions Where the Automobile Industry Thrives
	(●わたしたちの暮らしを支える食料品工業) The Food Industry That Supports Our Lives
	(●わたしたちの暮らしを支える製鉄業) The Steel Industry That Supports Our Lives
	(●わたしたちの暮らしを支える石油工業) The Petroleum Industry That Supports Our Lives
	3 運輸と日本の貿易 Transportation and Japan's Trade
	4 これからの工業生産 The Future of Industrial Production
4 情報社会に生きるわたしたち Living in an Information Society	1 情報をつくり、伝える Creating and Communicating Information
	(●放送局のはたらき) The Role of Broadcasting Stations
	2 情報を生かして発展する産業 Industries That Develop by Utilizing Information
	(■情報を生かして発展する観光業) The Tourism Industry That Develops by Utilizing Information

	(■医療に生かされる情報ネットワーク) The Information Network Used in Medical Care
5 国土の環境を守る Protecting the Environment of Our Land	1 自然災害から人々を守る Protecting People from Natural Disasters
	2 森林とわたしたちの暮らし Forests and Our Lives
	3 環境とわたしたちの暮らし The Environment and Our Lives
	(●大和川とわたしたちの暮らし) Yamato River and Our Lives

*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)

1	天気と情報①: 天気の変化 Weather and Information I: Changes in Weather
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
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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
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
8	ふりこの性質 The Properties of a Pendulum
9	電磁石の性質 The Properties of Electromagnets
10	生命のつながり④: 人のたんじょう Life Connections IV: The Birth of Humans
◎	6年の学習の準備 Preparation for Sixth Grade Studies

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Math Curriculum

Japanese National Curriculum (MEXT)

1 整数と小数 Whole Numbers and Decimals	位の関係、数の加法的相対的な見方 Relationships between place values; additive and relative understanding of numbers 10倍、100倍、1000倍のとき的小数点の移動 Movement of the decimal point when multiplied by 10, 100, or 1000 1/10、1/100、1/1000のとき的小数点の移動 Movement of the decimal point when divided by 10, 100, or 1000
2 体積 Volume	体積の意味、体積の普遍単位「cm ³ 」の理解 <体積、cm ³ 、立方センチメートル> Meaning of volume; understanding the standard unit of volume "cm ³ " <volume, cm ³ , cubic centimeter> 直方体と立方体の体積の求め方と公式、L字型の体積 Finding and formulating the volume of rectangular prisms and cubes; volume of L-shaped solids 体積の普遍単位「m ³ 」の理解 <m ³ 、立方メートル> Understanding the standard unit "m ³ " <m ³ , cubic meter> 容積、1m ³ の量感、1m ³ の量感を用いた見積もり <容積> Understanding capacity; sense of 1 m ³ and estimation using it 長さの単位、面積の単位、体積の単位の関係 <kL> Relationships among units of length, area, and volume
3 比例 Proportion	比例の意味、直方体の体積と高さの比例関係 <比例する> Meaning of proportion; proportional relationship between height and volume of rectangular prisms 比例を根拠としたかけ算の立式 Setting up multiplication equations based on proportional reasoning
4 小数のかけ算 Multiplication of Decimals	小数をかけることの意味と立式、計算の仕方 Meaning and expression of multiplying decimals; calculation methods 乗数<1のときの積の大きさ、乗数と積の大きさの関係 Relationship between multiplier and product when the multiplier is less than 1 小数×小数の計算、筆算の仕方 Calculating decimal × decimal; written multiplication method 辺の長さが小数値の場合の面積や体積、計算のきまり Calculating area or volume when side lengths are decimals; applying calculation rules
5 小数のわり算 Division of Decimals	小数でわることの意味と立式、計算の仕方 Meaning and expression of dividing by decimals; calculation methods 除数<1のときの商の大きさ、除数と商の大きさの関係 Relationship between divisor and quotient when the divisor is less than 1 小数÷小数の計算、筆算の仕方 Calculating decimal ÷ decimal; written division method わり進む筆算、商を概数で表すこと、余りのある筆算 Extended written division; expressing quotients as approximate numbers; division with remainders 3要素2段階の倍に関する問題 Two-step proportional problems involving three elements 小数の加減の相互関係、乗除の相互関係(□を使った式) Interrelation between addition/subtraction and multiplication/division (expressions using □)
6 割合(1) Ratio (1)	割合の意味、割合による数量の比較 Meaning of ratio; comparing quantities using ratios 割合、くらべる量、もとにする量の求め方(第1、2、3用法) Finding the ratio, the compared quantity, and the base quantity (first, second, and third usages) □×a×b=○で□や○を求める問題 Solving for □ or ○ in equations such as □ × a × b = ○
7 合同な図形 Congruent Figures	合同の意味、性質 <合同、対応する(頂点、辺、角)> Meaning and properties of congruence <congruence, corresponding (vertices, sides, angles)> 四角形を対角線で分けてできる三角形が合同かどうかの考察 Examining whether triangles formed by dividing a quadrilateral with a diagonal are congruent 三角形の合同条件の考察、三角形の3通りの作図法 Investigating conditions for triangle congruence; three methods of constructing triangles 三角形分割による四角形の作図 Constructing quadrilaterals by dividing triangles 三角形の内角の和 Sum of the interior angles of a triangle 三角形分割などによる四角形や多角形の内角の和 <五角形、六角形、多角形> Finding the sum of interior angles of quadrilaterals and polygons by dividing into triangles <pentagon, hexagon, polygon>
8 整数	偶数、奇数の意味 <偶数、奇数> Meaning of even and odd numbers <even number, odd number>

Whole Numbers	倍数の意味 <倍数> Meaning of multiples
	公倍数, 最小公倍数の意味と求め方の工夫 <公倍数, 最小公倍数> Common multiples and least common multiples; how to find them efficiently <common multiple, least common multiple>
	約数の意味 <約数> Meaning of factors
	公約数, 最大公約数の意味と求め方の工夫 <公約数, 最大公約数> Common factors and greatest common factors; how to find them efficiently <common factor, greatest common factor>
9 分数 Fractions	等しい分数のつくり方, 分数の性質 Creating equivalent fractions; properties of fractions
	約分や通分の意味とその仕方 <約分する, 通分する> Meaning and method of reduction and finding common denominators <reduce, common denominator>
	異分母分数の加減 Addition and subtraction of fractions with different denominators
	わり算の商としての分数 Fractions as quotients in division
	分数と整数・小数の関係 Relationships among fractions, whole numbers, and decimals
	分数倍(第1用法) Fractional multiples (first usage)
10 面積 Area	直角三角形, 鋭角三角形の面積の求め方 Finding the area of right and acute triangles
	三角形の面積公式の導出 <底辺, 高さ> Deriving the formula for the area of a triangle <base, height>
	平行四辺形の面積の求め方, 面積公式の導出 Finding and deriving the area formula for parallelograms
	高さが外にある三角形や平行四辺形の面積の求め方 Finding the area of triangles and parallelograms with external heights
	台形やひし形の面積の求め方, 面積公式の導出 <上底, 下底> Finding and deriving the area formula for trapezoids and rhombuses <upper base, lower base>
	三角形分割による一般四角形や多角形の面積の求め方 Finding the area of general quadrilaterals and polygons by dividing into triangles
	2本の平行線にはさまれた平行四辺形や三角形の面積の関係 Relationships among the areas of parallelograms and triangles between two parallel lines
	面積と高さの比例関係, 面積と底辺の比例関係 Proportional relationship between area and height, and between area and base
11 平均とその利用 Average and Its Applications	測定値の平均の意味とその求め方 <平均> Meaning of averages and how to calculate them
	測定値に0があるときの平均, 平均をもとにした全体の見積もり Averages including 0; estimating totals based on averages
	いくつかの部分の平均から全体の平均を求めること Finding overall averages from averages of several parts
	平均を使った歩幅の測定 Measuring stride length using averages
12 単位量あたりの大きさ Quantity per Unit	単位量あたりの大きさの意味, 単位量あたりの大きさによる数量の比較 Meaning of "quantity per unit" and comparing quantities using it
	単位量あたりの大きさの適用 <人口密度> Applications of quantity per unit
13 割合(2) Ratio (2)	割合, くらべる量, もとにする量の求め方(第1, 2, 3用法) Finding the ratio, compared quantity, and base quantity (first, second, and third usages)
	百分率の意味 <百分率, %, パーセント> Meaning of percentages <percentage, %, percent>
	歩合の意味 <歩合, 割, 分, 厘> Meaning of rate expressions
	割合の和や差を考えて解く問題 Problems involving sums and differences of ratios
14 円と正多角形 Circles and Regular Polygons	正多角形の意味 <正六角形, 正八角形, 正多角形> Meaning of regular polygons <regular hexagon, regular octagon, regular polygon>
	中心角の等分による正多角形の作図, 円周の等分による正六角形の作図 Constructing regular polygons by dividing central angles; constructing regular hexagons by dividing a circle
	円周と直径の関係, 円周率の意味 <円周, 円周率> Relationship between circumference and diameter; meaning of π (pi) <circumference, π >
	円周や直径の求め方 Finding circumference and diameter
	直径と円周の比例関係 Proportional relationship between diameter and circumference

15 割合のグラフ Graphs of Ratios	帯グラフ・円グラフのよみ方, かき方 <帯グラフ, 円グラフ> Reading and drawing strip graphs and circle graphs <strip graph, circle graph>
	統計グラフのよみとり, 統計的な問題解決 Reading and interpreting statistical graphs; solving statistical problems
16 角柱と円柱 Prisms and Cylinders	立体図形の弁別, 角柱や円柱の意味と性質 <角柱, 円柱, 底面, 側面, 曲面> Distinguishing three-dimensional figures; meaning and properties of prisms and cylinders <prism, cylinder, base, lateral face, curved surface>
	角柱や円柱の見取り図, 展開図 Perspective drawings and nets of prisms and cylinders
17 速さ Speed	速さの概念, 時速分速秒速 <時速, 分速, 秒速> Concept of speed; units of speed (km/h, m/min, m/s) <km/h, m/min, m/s>
	速さ, 道のり, 時間の求め方 Finding speed, distance, and time
18 変わり方 Patterns and Relationships (Change)	○や△を使った式, 変わり方の考察 Expressions using ○ and △; analyzing changing relationships
	時間と道のりの比例関係, 比例関係における2倍3倍の逆の見方 Proportional relationships between time and distance; inverse reasoning in proportional relationships

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.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading: Informational	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10: 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 4–5 text complexity band independently and proficiently.
Reading: Foundational Skills	RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3a: 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.5.4: Read with sufficient accuracy and fluency to support comprehension. RF.5.4a: Read grade-level text with purpose and understanding. RF.5.4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing	W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1b: Provide logically ordered reasons that are supported by facts and details. W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1d: Provide a concluding statement or section related to the opinion presented. W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2e: Provide a concluding statement or section related to the information or explanation presented. W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

	W.5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3e: Provide a conclusion that follows from the narrated experiences or events. W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.6: 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 two pages in a single sitting. W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W.5.9a: Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). W.5.9b: Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). W.5.10: 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.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL.5.1a: 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.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)
Language	L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1b: Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. L.5.1c: Use verb tense to convey various times, sequences, states, and conditions. Use verb tense to convey various times, sequences, states, and conditions. L.5.1d: Recognize and correct inappropriate shifts in verb tense. L.5.1e: Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2a: Use punctuation to separate items in a series. L.5.2b: Use a comma to separate an introductory element from the rest of the sentence. L.5.2c: Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). L.5.2d: Use underlining, quotation marks, or italics to indicate titles of works. L.5.2e: Spell grade-appropriate words correctly, consulting references as needed. L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).

- L.5.4c:** 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.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.5a:** Interpret figurative language, including similes and metaphors, in context.
- L.5.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.5c:** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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	Let's Dream Big! The Power of a Good Goal Habits for Success! Overcoming Obstacles Performance Task: Continuous Improvement
Bullying Prevention Unit (BPU)	Class Rules Recognize, Report, Refuse Bystander Power Bystander Responsibility Bystanders to Cyber Bullying
Unit 2: Emotion Management	Strong Emotions What Is Stress? Planning for Change What Can I Change? Performance Task: Making a Change
Unit 3: Empathy & Kindness	Empathy in the Community What's the Problem? A Different Point of View Community Solutions Performance Task: Your Solution
Unit 4: Problem-Solving	Beginning to STEP When? Where? Who? Solutions Web Let's Reflect Performance Task: Putting It All Together
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 5 and 6

体づくり運動 Body Movement Exercise	体ほぐしの運動 Relaxation exercises 体の動きを高める運動 Exercises that enhance body movement
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
陸上運動 Track and Field Exercises	短距離走・リレー Sprints and relay races ハードル走 Hurdle runs 走り幅跳び Long jump 走り高跳び High jump
水泳運動 Swimming Exercise	クロール Freestyle swimming 平泳ぎ Breaststroke 安全確保につながる運動 Water safety exercises
ボール運動 Ball Games	ゴール型 Goal-type games ネット型 Net-type games ベースボール型 Baseball-type games
表現運動 Expressive Movement	表現 Expressive movement フォークダンス Folk dance
保健 Health Education	心の発達 Mental development 心と体の密接な関係 The close relationship between the mind and body. 不安や悩みへの対処 Managing anxiety or concerns けがなどの簡単な手当 Injury prevention and first aid 病気の予防 Disease prevention