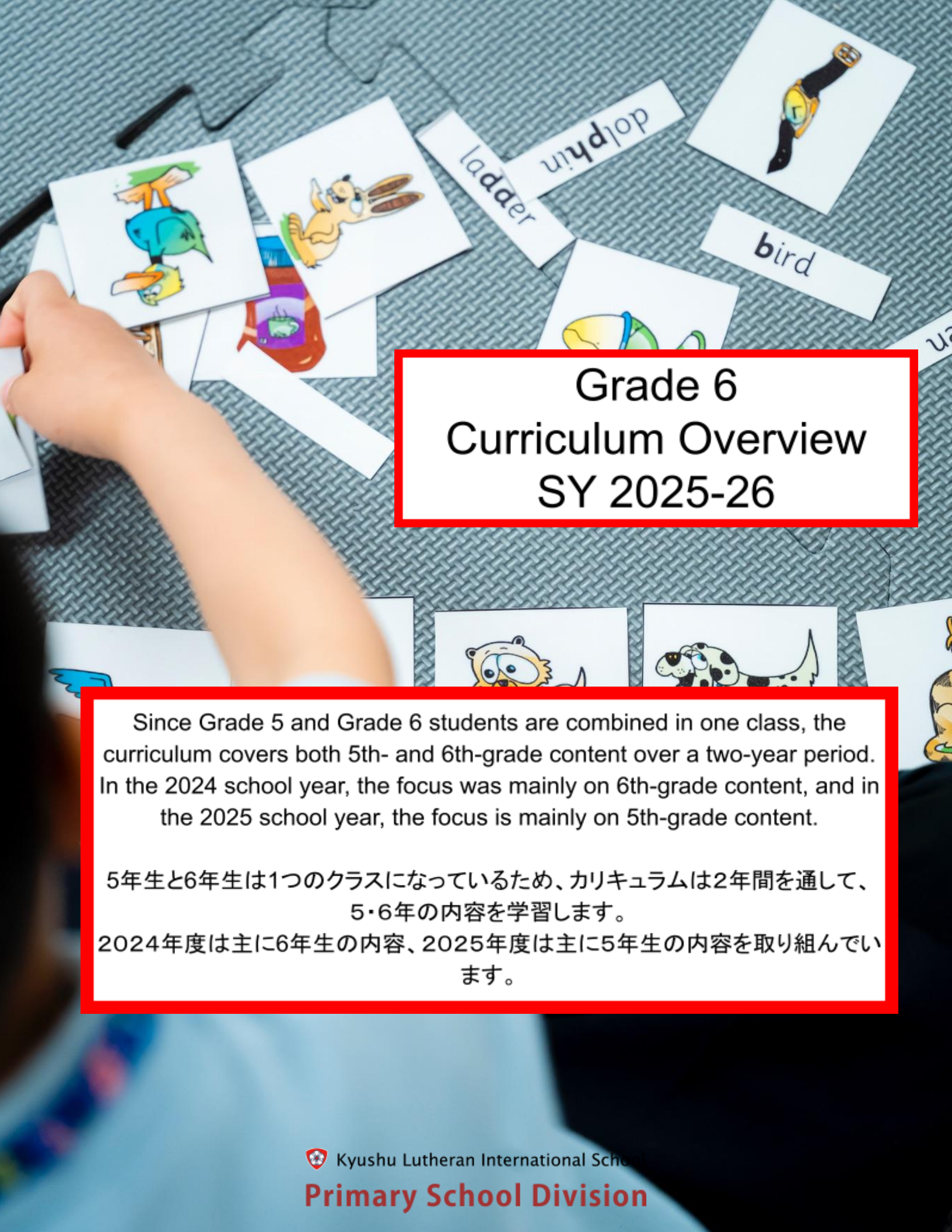




Grade 6 Curriculum Overview SY 2025-26

Since Grade 5 and Grade 6 students are combined in one class, the curriculum covers both 5th- and 6th-grade content over a two-year period. In the 2024 school year, the focus was mainly on 6th-grade content, and in the 2025 school year, the focus is mainly on 5th-grade content.

5年生と6年生は1つのクラスになっているため、カリキュラムは2年間を通して、5・6年の内容を学習します。
2024年度は主に6年生の内容、2025年度は主に5年生の内容を取り組んでいます。

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い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 "Sharing the planet"
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.

Programme of Inquiry Grade 6 (age 11-12)	WHO WE ARE	HOW WE ORGANIZE OURSELVES
	Central idea Understanding the influences on your brain impacts decision-making. Key concepts: function, connection, causation, responsibility Related concepts: biology, mental health, identity Lines of inquiry: •The biological functions and development of the brain •External factors affect the brain (addictions, habits, stress) •Understanding the ways our brains process information helps us learn and make decisions responsibly	Central idea Government systems influence the lives of citizens. Key concepts: function, perspective, responsibility Related concepts: equality, citizenship, governance, law, politics Lines of inquiry •How government systems function and impact citizens •How decision-making practices reflect human rights •The rights and responsibilities of citizenship
	HOW THE WORLD WORKS	SHARING THE PLANET
	Central idea Understanding of scientific knowledge is constantly evolving and has an impact on people's lives. Key concepts: change, connection, responsibility Related concepts: ingenuity, progress, ethics, sustainability Lines of inquiry •What leads to advances in scientific knowledge and understanding •The role of technology in scientific understanding •The effects of scientific advances on people and the environment	Central idea Biodiversity relies on maintaining the interdependent balance of organisms within systems. Key concepts: causation, connection, responsibility Related concepts: balance, biodiversity, interdependence Lines of inquiry •Ways in which ecosystems, biomes and environments are interdependent •How human interaction with the environment can affect the balance of systems •The consequences of imbalance within ecosystems
	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME
	Central idea A person's behavior and how they choose to present themselves project aspects of their identity. Key concepts: change, perspective, reflection Related concepts: identity, status, image, impression Lines of inquiry •How appearance and behavior influence our perception of others •The influence of cultural and social norms on how we choose to present ourselves •Fashion as a form of expression	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 わが国の政治のはたらき The Function of Politics in Our Country	1 日本国憲法と政治のしくみ The Japanese Constitution and the Political System
	2 わたしたちの願いと政治のはたらき Our Hopes and the Role of Politics
	(■ 自然災害からの復旧や復興の取り組み) Efforts for Recovery and Reconstruction from Natural Disasters
	(■ 経験をむだにしないまちづくり) City Planning That Does Not Waste Past Experiences
2 日本のあゆみ The History of Japan (content covered in UOI-J and Japanese class)	1 大昔のくらしとくにの統一 Life in Ancient Times and the Unification of the Country
	2 天皇を中心とした政治 Politics Centered Around the Emperor
	3 貴族が生み出した新しい文化 New Culture Created by the Nobility
	4 武士による政治のはじまり The Beginning of Samurai Rule
	5 今に伝わる室町の文化と人々のくらし The Culture of the Muromachi Period and People's Lives
	6 戦国の世の統一 The Unification of the Warring States Period
	7 武士による政治の安定 The Stability of Samurai-led Politics
	8 江戸の社会と文化・学問 Edo Society, Culture, and Learning
	9 明治の新しい国づくり The Creation of a New Nation in the Meiji Era
	10 国力の充実をめざす日本と国際社会 Japan's Efforts to Strengthen National Power and Its Role in International Society
	11 アジア・太平洋に広がる戦争 The War That Spread Across Asia and the Pacific
	12 新しい日本へのあゆみ Japan's Path to a New Era
	日本の歴史の学習を終えて Conclusion of the Study of Japanese History
3 世界のなかの日本とわたしたち Japan and Ourselves in the World	1 日本とつながりの深い国々 Countries That Have Deep Connections with Japan
	2 世界がかかえる問題と日本の役割 Global Issues and Japan's Role

*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	ものの燃え方 How Things Burn
2	植物の体のつくりとはたらき①: 日光との関わり The Structure and Function of Plants I: The Relationship with Sunlight
3	人やほかの動物の体のつくりとはたらき The Structure and Function of the Human and Animal Body
4	植物の体のつくりとはたらき②: 水との関わり The Structure and Function of Plants II: The Relationship with Water
5	生物と地球環境 Living Organisms and the Earth's Environment
6	月と太陽 The Moon and the Sun
7	水よう液の性質 The Properties of Aqueous Solutions
8	土地のつくりと変化 The Formation and Changes of the Land
9	てこのはたらき The Function of Levers
10	私たちの生活と電気 Our Lives and Electricity
11	かけがえのない地球環境 The Irreplaceable Earth Environment

**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"

Math Curriculum

Japanese National Curriculum (MEXT)

1 対称な図形 Symmetrical Figures	図形の対称の概念 Concept of symmetry in figures
	線対称な図形の意味、性質、作図 <線対称、対称の軸> Meaning, properties, and construction of line-symmetric figures <line symmetry, axis of symmetry>
	点対称な図形の意味、性質、作図 <点対称、対称の中心> Meaning, properties, and construction of point-symmetric figures <point symmetry, center of symmetry>
	四角形や三角形、正多角形などの基本図形の対称性 Exploring symmetry in basic figures such as quadrilaterals, triangles, and regular polygons
2 文字と式 Letters and Expressions	xやyを使って数量の関係を式に表すこと、xの値とyの値の対応 <x, y, xの値, yの値> Expressing relationships between quantities using x and y; correspondence between the values of x and y <x, y, value of x, value of y>
	文字を使った式のよみ方 <a, b, c, d> Reading and interpreting algebraic expressions using letters <a, b, c, d>
3 分数×整数, 分数÷整数 Fractions × Integers and Fractions ÷ Integers	分数×整数や分数÷整数の立式やその求め方 Setting up and solving expressions for multiplying or dividing fractions by integers
4 分数×分数 Fractions × Fractions	分数をかけることの意味と立式、計算の仕方 Meaning and expression of multiplying fractions; calculation methods
	整数や帯分数の混じったかけ算 Multiplying involving whole numbers and mixed numbers
	乗数と積の大きさの関係 Relationship between the multiplier and the product
	長さや時間などの数量が分数で表された問題 Problems involving quantities such as length and time expressed as fractions
	逆数の意味と求め方、計算のきまり <逆数> Meaning and method of finding reciprocals; rules of calculation
5 分数÷分数 Fractions ÷ Fractions	分数でわることの意味と立式、計算の仕方 Meaning and expression of dividing by fractions; calculation methods
	整数や帯分数や小数の混じったわり算、乗除の混じった計算 Division involving whole numbers, mixed numbers, and decimals; calculations involving both multiplication and division
	除数と商の大きさの関係 Relationship between divisor and quotient size
	速さや時間などの数量が分数で表された問題 Problems involving quantities such as speed and time expressed as fractions
	割合を表す分数(第1, 2, 3用法) Fractions representing ratios (first, second, and third usages)
6 場合を順序よく整理して Systematic Listing of Possibilities	組み合わせ方を、落ちや重なりがないように順序よく整理して調べること Investigating all possible combinations systematically without omission or repetition
	並べ方を、落ちや重なりがないように順序よく整理して調べること Investigating all possible arrangements systematically without omission or repetition
	すべての場合を調べ、条件に合うものをみつける問題 Finding all possible cases and identifying those that meet certain conditions
	条件に応じて場合を分けて考える問題 Dividing cases according to conditions and reasoning based on them
7 円の面積 Area of a Circle	円の面積の見当づけ Estimating the area of a circle
	円の面積の求め方、面積公式の導出 Finding the area of a circle and deriving the formula
	複合図形の面積 Calculating the area of composite figures
8 立体の体積 Volume of Solids	角柱や円柱の体積の求め方、体積公式の導出 <底面積> Finding and deriving the volume formulas for prisms and cylinders
9 データの整理と活用 Data Organization and Application	資料の比較考察、平均値 <平均値> Comparing and analyzing data; understanding mean values
	ドットプロットに整理し、代表値を見つけること <ドットプロット、中央値、最頻値、代表値> Organizing data into dot plots and identifying representative values <dot plot, median, mode, representative value>
	資料を度数分布表に整理し、比較考察すること Organizing data into frequency distribution tables and comparing findings
	資料をヒストグラムに整理し、比較考察すること <ヒストグラム(柱状グラフ)> Organizing data into histograms and comparing findings <histogram (bar 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
10 比とその利用 Ratio and Its Applications	比を使った割合の表し方, 比の意味 <比, :> Expressing ratios as forms of proportion; meaning of ratio <ratio, :> 等しい比の意味, 比の値の意味 <比の値> Meaning of equivalent ratios and the value of a ratio 等しい比のつくり方, 等しい比の性質 Creating equivalent ratios and understanding their properties 比を簡単にすることの意味とその仕方 Meaning and method of simplifying ratios 比を使った割合の問題, 全体をきまった比に分ける問題 Solving problems involving ratios, including dividing a whole according to a given ratio
11 図形の拡大と縮小 Enlargement and Reduction of Figures	図形の拡大縮小の概念 Concept of enlarging and reducing figures 拡大図縮図の意味とその性質 <拡大図, 縮図> Meaning and properties of scale drawings <enlarged drawing, reduced drawing> 方眼紙を使った拡大図縮図のかき方 Drawing enlarged or reduced figures on grid paper 合同条件に基づく三角形や四角形の拡大図縮図のかき方 Constructing enlarged or reduced triangles and quadrilaterals based on congruence conditions 1つの点を中心にした拡大図縮図のかき方 Drawing enlarged or reduced figures centered around one point 多角形の相似性, 縮図の利用 Exploring similarity among polygons and applications of scale drawings
12 比例と反比例 Direct and Inverse Proportion	比例の意味と性質, 比例する事象の判断 <比例する> Meaning and properties of direct proportion; identifying proportional relationships 比例する事象を式に表して考察すること Representing proportional relationships using equations and analyzing them 比例する事象をグラフに表して考察すること Representing proportional relationships using graphs and analyzing them 表, 式, グラフを使った関数的な見方考え方 Understanding relationships functionally through tables, equations, and graphs 比例関係に基づく見積もり, 2本の比例のグラフのよみとり Making estimations based on proportional relationships; interpreting graphs of two proportional relationships 反比例の意味と性質, 反比例する事象の判断 <反比例する> Meaning and properties of inverse proportion; identifying inversely proportional relationships 反比例する事象を式に表して考察すること Representing inverse proportional relationships using equations and analyzing them 反比例する事象をグラフに表して考察すること Representing inverse proportional relationships using graphs and analyzing them
13 およその形と大きさ Approximate Shapes and Sizes	図形の概形をとらえた, 面積や体積の概測 Estimating the approximate shape, area, or volume of figures based on their general form

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.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Informational	RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	W.6.1: Write arguments to support claims with clear reasons and relevant evidence. W.6.1a: Introduce claim(s) and organize the reasons and evidence clearly. W.6.1b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1d: Establish and maintain a formal style. W.6.1e: Provide a concluding statement or section that follows from the argument presented. W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2e: Establish and maintain a formal style. W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented. W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3a: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.6.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.6.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

	W.6.3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.3e: Provide a conclusion that follows from the narrated experiences or events. W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.) W.6.6: 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 three pages in a single sitting. W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9a: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). W.6.9b: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). W.6.10: 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.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.6.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.6.1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)
Language	L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1b: Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person. L.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). L.6.1e: Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2b: Spell correctly. L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L.6.3b: Maintain consistency in style and tone. L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. L.6.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). L.6.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.6.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a: Interpret figures of speech (e.g., personification) in context.

L.6.5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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: Mindset & Goals	A Soundtrack for Success How to Grow Your Brain Trying New Solutions Making Goals Specific Breaking Down Your Goals Monitoring Your Progress Performance Task: Bringing It All Together
Unit 2: Developing a Positive Sense of Self	What are Guiding Principles? Your Guiding Principles Making Decisions Multiple Guiding Principles Thinking Short-term and Long-term Performance Task: Using Your Guiding Principles
Unit 3: Thoughts, Emotions & Decisions	What Emotions Tell You Emotions and Your Brain How Emotions Affect Your Decisions Managing Your Emotions What Works Best for You? Performance Task: Raising Awareness About Managing Emotions
Unit 4: Managing Relations & Social Conflict	You're Changing Why Conflicts Escalate Considering Multiple Perspectives Respectful Communication Resolving Challenging Conflicts Making Amends Performance Task: Conflict Solvers
Recognizing Bullying & Harassment Unit	Common Types of Bullying Recognizing Bullying Responding to Online Bullying How to Be an Upstander Standing Up and Staying Safe Performance Task: Raising Awareness About Bullying

**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