

G1 - Written Curriculum #1		August 28 - October 13 , 2023/2024
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme <u>Who we are</u></p> <p>An inquiry into the <i>nature of the self</i>, beliefs and values; personal, <i>physical</i>, mental, social and spiritual <i>health</i>; human relationships including families, friends, communities, and cultures; rights and <i>responsibilities</i>; what it means to be human.</p> <p>Central idea Healthy choices help living things grow</p> <p>Lines of inquiry -Living an active lifestyle -My responsibility in staying healthy -What animals and humans need to live and grow</p> <p>Key concepts Responsibility, change, function</p> <p>Related concepts Choice, role</p> <p>Learner Profile attributes Balanced, Caring</p> <p>ATL Self-management (Healthy lifestyle, spatial awareness) Thinking skills *Meta-cognition, reflecting and making connections</p>	<p>Transdisciplinary strands Social Studies Human and natural environments Skills a. Formulate and ask questions about the past, future, and places and society</p> <p>Science <i>Living things</i> <i>UNIT 1 - Living and Growing</i> Skills a. Observe carefully in order to gather data. c. Use scientific vocabulary to explain their observations and experiences</p> <p>Language Phase 3 Written language—writing Written language—reading</p> <p>PSPE Phase 2 Active Living</p> <p>Math Phase 2 Understand the use of standard units to measure.</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> understand the different natural disasters that might occur in Japan and how to prepare for them according to Japanese regulations. *emergency backpacks/tsunami/earthquake/fire drills *Once a month <p>Science:</p> <ul style="list-style-type: none"> recognize that living things, including humans, need certain resources for energy and growth <p>Language:</p> <ul style="list-style-type: none"> develop personal preferences, selecting books for pleasure and information read texts at an appropriate level, independently, confidently and with good understanding <p>PSPE:</p> <ul style="list-style-type: none"> recognize the importance of regular exercise in the development of well-being identify healthy food choices communicate their understanding of the need for good hygiene practices use and adapt basic movement skills (gross and fine motor) in a variety of activities - explore different movements that can be linked to create sequences *DANCE CLASS <p>Math:</p> <ul style="list-style-type: none"> Use standard units to measure self * Compare and contrast heart rates of different activities - running vs. jump rope

G1 - Written Curriculum #2		October 16 - November 27, 2023/2024
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p style="text-align: center;">Transdisciplinary theme <u>Where we are in place and time</u></p> <p>An inquiry into organization in place and time; personal histories; homes and journeys; the <i>discoveries</i>, explorations and migrations of humankind; the relationships between and the <i>interconnectedness</i> of individuals and <i>civilizations</i>, from local and global perspectives.</p> <p style="text-align: center;">Central idea</p> <p>The effects of the movement of the moon, and earth and the role the sun plays</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -How night and day occur -Different ways people track time -The importance of understanding how the sun and the movement of the earth create seasons <p>Key concepts</p> <p>Form, causation, Change</p> <p>Related concepts:</p> <p>Measuring time`</p> <p>Learner Profile attributes</p> <p>Inquirer, Thinker</p> <p>ATL</p> <p>Research skills (Plan, collect data) Thinking skills (Acquisition of knowledge, comprehension)</p>	<p>Transdisciplinary strands</p> <p>Social studies</p> <p>Continuity and change through time</p> <p>Skills</p> <ul style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society c. Orientate in relation to place and time <p>Science</p> <p><i>Earth and Space</i> <i>UNIT 5 - Day and Night</i></p> <p>Skills</p> <ul style="list-style-type: none"> a. Observe carefully in order to gather data c. Plan and carry out systematic investigations, manipulating variables as necessary <p>Language Phase 3</p> <p>Visual language—viewing and presenting Written language—reading Oral language- speaking and listening</p> <p>PSPE Phase 2</p> <p>Interactions</p> <p>Math Phase 2</p> <p>Use measures of time to assist with problem solving in real-life situations</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> ● Investigate past ways of tracking time ● Compare ways to track time and understand how the sun move <p>Science:</p> <ul style="list-style-type: none"> ● Reflect on moon phase data gathered and present findings ● Apply understanding about how the moon/sun moves and build a model <p>Language:</p> <ul style="list-style-type: none"> ● Present data on a calendar ● Gather data about the movement of the earth/moon <p>PSPE:</p> <ul style="list-style-type: none"> ● cooperate with others ● ask questions and express wonderings <p>Math:</p> <ul style="list-style-type: none"> ● Measure how much time it takes to complete certain tasks ● Use a calendar to chart important events ● Identify the length of days during different seasons

G1 - Written Curriculum #6		May 20 - June 28, 2023/2024
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme <u>How we express ourselves</u></p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Central idea Stories express different feelings and ideas in various situations</p> <p>Key concepts Perspective, Form</p> <p>Related concepts Interpretation, cultural</p> <p>Lines of inquiry -How cultures express morals in different ways -Different ways to tell stories -How stories help us understand other perspectives</p> <p>Learner Profile attributes Communicator Thinker</p> <p>ATL Communication skills (Speaking, Listening, Viewing, Presenting) Social Skills (Adopting different roles, accepting responsibility, respecting others)</p>	<p>Transdisciplinary strands Social Studies Social organization and Culture Skills a. Formulate and ask questions about the past, the future, places and society</p> <p>Science <i>No specific Unit</i> Skills d. Identify or generate a question or problem to be explored</p> <p>Language Phase 3 Visual language—viewing and presenting Written language—reading and writing Oral language- speaking and listening</p> <p>PSPE Phase 2 Identity</p> <p>Math Phase 2 Use the properties and relationships of addition and subtraction to solve problems</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • suggest reasons for various stories; the different ways we communicate our stories, for example, written, oral • use a variety of sources to gain information about a story from both a historical and a cultural perspective <p>Science:</p> <ul style="list-style-type: none"> • Explore the use of imagination as a tool to solve problems (for example, particular inventions, scientific discoveries) <p>Language:</p> <ul style="list-style-type: none"> • talk about their own feelings in response to visual messages; show empathy for the way others might feel • make connections between personal experience and storybook characters. • participate in a variety of dramatic activities <p>PSPE:</p> <ul style="list-style-type: none"> • describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, etc. • explain how different experiences can result in different emotions <p>Math:</p> <ul style="list-style-type: none"> • Analyze story problems and create their own

G1 #5	April 1 - May 17, 2023/2024	
<p>Learning will include the development of the following knowledge, concepts and skills</p>	<p>Learning outcomes Students will be able to:</p>	
<p>Transdisciplinary theme <u>How the World Works</u></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central idea Understanding what plants need to grow and thrive</p> <p>Lines of inquiry -Plants need many things to live -A variety of edible plants exist -Different ways plants grow - life cycles of plants/trees</p> <p>Key concepts form, causation</p> <p>Related concepts Time, cycles</p> <p>Learner Profile attributes Knowledgeable Inquirer</p> <p>ATL Research skills (Formulate questions, observing, collecting, organizing, and presenting data) Thinking skills (Acquiring knowledge, comprehension, application)</p>	<p>Transdisciplinary strands</p> <p>Social Studies Social organization and Culture Skills a. Formulate and ask questions about the past, the future, places and society</p> <p>Science <i>Living things</i> <i>UNIT 2 -Growing plants</i></p> <p>Skills a.Observe carefully in order to gather data c.Use scientific vocabulary to explain their observations and experiences d. Identify or generate a question or problem to be explored e. Plan and carry out systematic investigations, manipulating variables as necessary</p> <p>Language Phase 3 Written language—reading</p> <p>PSPE Phase 2 Identity</p> <p>Math Phase 2 Measurement</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> Describe the natural features of local and other environments where different plants can grow in Japan <p>Science:</p> <ul style="list-style-type: none"> Describe the different elements necessary for plants to grow Identify how plants grow and bare fruit Compare and contrast trees and plants <p>Language</p> <ul style="list-style-type: none"> instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems <p>PSPE:</p> <ul style="list-style-type: none"> solve problems and overcome difficulties with a sense of optimism recognize other’s perspectives and accommodate these to shape a broader view of the world <p>Math:</p> <ul style="list-style-type: none"> understand the use of standard units to measure, for example, length, mass, money, time, temperature understand that tools can be used to measure

G1	#3	December 4 - February 9, 2023/2024
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p style="text-align: center;">Transdisciplinary theme <u>How we organize ourselves</u></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central Idea How materials can be used and changed for a specific purpose</p> <p>Lines of inquiry -Properties of materials serve a specific purpose -How materials change -The differences between the present and past use of different materials</p> <p>Key concepts Perspective, Change, Connection</p> <p>Related concepts connection, location, orientation</p> <p>Learner Profile attributes Reflective, Thinker</p> <p>ATL Social skills (Cooperating, respecting others. Self-management (Gross, fine motor skills)</p>	<p>Transdisciplinary strands <u>Social Studies</u> Social organization and culture Continuity and change through time <u>Skills</u> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time</p> <p><u>Science</u> <i>Materials and Matter</i> <i>UNIT 4 - Use of materials</i> <u>Skills</u> a. Observe carefully in order to gather data f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions</p> <p><u>Language Phase 3</u> Written language—reading</p> <p><u>PSPE Phase 2</u> Interactions</p> <p><u>Math Phase 2</u> Shape and Space</p>	<p><u>Social Studies:</u></p> <ul style="list-style-type: none"> Explain how people’s perceptions and representations of places and materials have changed over time. Formulate and ask questions about the past, the future, places, materials, and society <p><u>Science:</u></p> <ul style="list-style-type: none"> identify or generate a question or problem Analyze properties of materials Describe how materials change when heat or other factor is added <p><u>Language:</u></p> <ul style="list-style-type: none"> read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, technology iconography make connections between personal experience and storybook characters understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community <p><u>PSPE:</u></p> <ul style="list-style-type: none"> value interacting, playing and learning with others discuss and set goals for group interactions cooperate with others <p><u>Math:</u> Understand that materials can be formed into geometric shapes and are useful for representing real-life situations</p>

G1	#4	February 12 - March 29, 2023/2024
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme Sharing the planet</p> <p>An inquiry into rights and <i>responsibilities</i> in the struggle to share finite resources with other people and with other <i>living things</i>; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p> <p>Central idea Humans` responsibilities are to take care of living things.</p> <p>Lines of inquiry -Living and nonliving things and where they are found -Identifying food chains and their purposes -Different environments and how to protect it</p> <p>Key concepts Form, function, causation</p> <p>Related concepts Living and nonliving things, food chains</p> <p>Learner Profile attributes Caring, Principled</p> <p>ATL Communication skills (R, L,S,W, V&P) Social skills (Accepting responsibility, group decision making)</p>	<p>Transdisciplinary strands</p> <p>Social Studies Human systems and economic activities Resources and the environment Skills d. Identify roles, rights and responsibilities in society</p> <p>Science <i>Living things</i> <i>UNIT 3 - Habitats and food chains</i> Skills d. Identify or generate a question or problem to be explored c. Use scientific vocabulary to explain their observations and experiences</p> <p>Language Phase 3 Written language—reading and writing</p> <p>PSPE Phase 2 Interactions</p> <p>Math Phase 2 Identify lines of reflective symmetry</p>	<p>Social Studies</p> <ul style="list-style-type: none"> Identify and share different responsible ways we can protect the environment <p>Science:</p> <ul style="list-style-type: none"> Investigate the responses of plants and animals to changes in their habitats Identify and analyze food chains <p>Language:</p> <ul style="list-style-type: none"> listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes read and understand the meaning of self-selected and teacher-selected texts at an appropriate level use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed) <p>PSPE:</p> <ul style="list-style-type: none"> understand the impact of their actions on each other and the environment <p>Math:</p> <ul style="list-style-type: none"> Recognize and explain simple symmetrical designs in the environment

Phase 2 Strands

Identity	Active living	Interactions
<p>Conceptual understandings There are many factors that contribute to a person’s individual identity. Understanding and respecting other peoples’ perspectives helps us to develop empathy. Identifying and understanding our emotions helps us to regulate our behavior. A positive attitude helps us to overcome challenges and approach problems. A person’s self-concept² can change and grow with experience. Using self- knowledge³ allows us to embrace new situations with confidence. Different challenges and situations require different strategies.</p>	<p>Conceptual understandings Regular exercise is part of a healthy lifestyle. Food choices can affect our health. Maintaining good hygiene can help to prevent illness. Growth can be measured through changes in capability as well as through physical changes. We can apply a range of fundamental movement skills to a variety of activities. Movements can be used to convey feelings, attitudes, ideas or emotions. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p>	<p>Conceptual understandings Participation in a group can require group members to take on different roles and responsibilities. There are norms of behavior that guide the interactions within different groups, and people adapt to these norms. Accepting others into a group builds open-mindedness. Relationships require nurturing. Our actions towards others influence their actions towards us. Responsible citizenship involves conservation and preservation of the local environment.</p>
<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences • describe how personal growth has resulted in new skills and abilities • explain how different experiences can result in different emotions • identify feelings and begin to understand how these are related to behavior • express hopes, goals and aspirations • solve problems and overcome difficulties with a sense of optimism • examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • recognize the importance of regular exercise in the development of well-being • identify healthy food choices • communicate their understanding of the need for good hygiene practices • reflect on the interaction between body systems during exercise • explain how the body’s capacity for movement develops as it grows • use and adapt basic movement skills (gross and fine motor) in a variety of activities • explore different movements that can be linked to create sequences • display creative movements in response 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • value interacting, playing and learning with others • discuss and set goals for group interactions • cooperate with others • ask questions and express wonderings • recognize the different group roles and responsibilities • assume responsibility for a role in a group • celebrate the accomplishment of the group • share ideas clearly and confidently • seek adult support in situations of

<ul style="list-style-type: none"> • recognize others' perspectives and accommodate these to shape a broader view of the world • identify and understand the consequences of actions • are aware of their emotions and begin to regulate their emotional responses and behavior • reflect on inner thoughts and self-talk • demonstrate a positive belief in their abilities and believe they can reach their goals by persevering. 	<p>to stimuli and express different feelings, emotions and ideas</p> <ul style="list-style-type: none"> • reflect upon the aesthetic value of movement and movement sequences • understand the need to act responsibly to help ensure the safety of themselves and others. 	<p>conflict</p> <ul style="list-style-type: none"> • reflect on the process of achievement and value the achievements of others • understand the impact of their actions on each other and the environment.
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