

Curriculum

*This is the curriculum as currently planned and is subject to change.

Overview

With the aim of smooth transitions and extensions between elementary, junior, and senior high school, we will enhance pupils and students' logical thinking skills by devising educational milestones, encouraging pupils and students to interact with others in different year levels and with people with experience in different cultures, while providing them with various hands-on activities both in Japan and abroad.

[Concept of P-12 education] Link the twelve years in three phases to grow our students into our aimed-for future vision of our students

Phase 1
(1st to 8th Grade) **Cultivate**



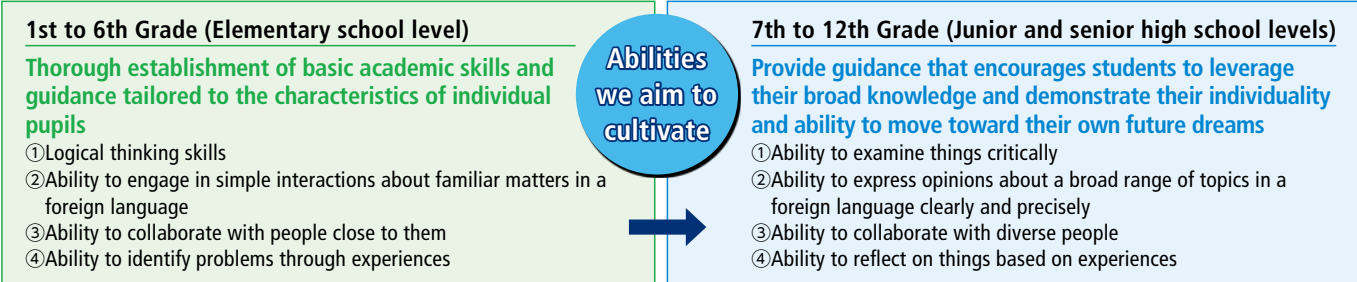
Phase 2
(9th to 10th Grade) **Sprout**



Phase 3
(11th to 12th Grade) **Bloom**



▲Our students will be joined by new students in 7th Grade to bring the cohort to 160 students per grade. This "cultivate" phase is vital to the "sprout" and "bloom" phases.



Three Features

[Feature 1] Inquiry-based learning

Enhance pupils and students' ability to learn about how to think about things and to exercise evidence-based thinking

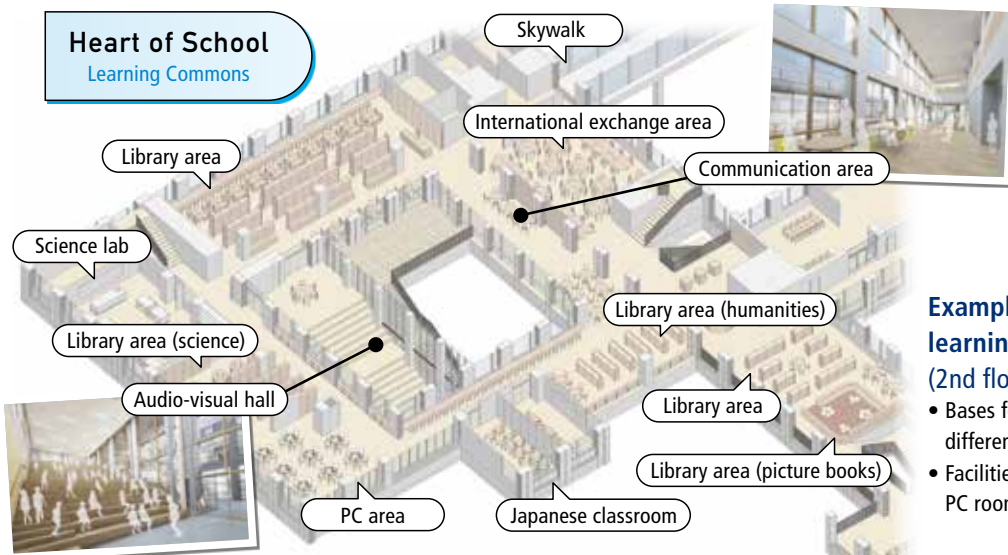
Implementation of inquiry-based learning in individual subjects and original inquiry program



[Inquiry Program: IBL 12] IBL: Inquiry-based learning

ES1 Living Environment Studies	ES2 Living Environment Studies	ES3 Period for Integrated Studies	ES4 Period for Integrated Studies	ES5 Period for Integrated Studies	ES6 Period for Integrated Studies	JHS1 Period for Integrated Studies	JHS2 Period for Integrated Studies	JHS3 Period for Integrated Studies	SHS1 Period for Inquiry-Based Cross-Disciplinary Study	SHS2 Period for Inquiry-Based Cross-Disciplinary Study	SHS3 Realize career plan
Elementary school level						Junior and senior high school levels					
Phase 1						Phase 2		Phase 3			
1	2	3	4	5	6	7	8	9	10	11	12
<ul style="list-style-type: none"> • Discover "why?" from experiences → Creation of foundations for research questions (RQ) 						<ul style="list-style-type: none"> • Create, discuss, and set RQ foundations • Implement inquiry-based learning in both natural sciences and humanities → Experience inquiry-based learning process 		<ul style="list-style-type: none"> • Inquire how humans should live and be • Inquire about issues in Japan • Inquire about issues in the world → Put into practice in LAP 		<ul style="list-style-type: none"> • Communicate in Japan and overseas • Use to realize career path 	
Learn the skills of "thinking," "research," and "presentation." (beginner → intermediate → advanced)								Write papers in both Japanese and English.			

Heart of School Learning Commons



LAP: Leadership Action Program

All students participate in activities, such as research, internships, and volunteer programs overseas. (Duration will be around three months including learning in Japan and presentation of outcomes.)

Examples of facilities that enhance learning (2nd floor of the campus north wing)

- Bases for activities involving exchanges between different grades and inquiry-based learning.
- Facilities with integrated functions, such as libraries, PC room, audio-visual room, and private study rooms.

*All pictures shown are for illustrative purposes only.

[Inquiry-based Learning in Individual Subjects]

Inquiry-based learning will be implemented as follows in day-to-day study in individual subjects.

[Basic Policies of Learning] (Examples)

- 1) For each unit of study, experience at least one cycle of inquiry, i.e.,
"set Research Question (RQ) → gather information → organize and analyze
→ sum up and present"
 - 2) "Reflect" at the end of class
 - 3) Learn based on pattern of **Individual** → **Collaboration** → **Individual** in class
 - 4) Learners are to consider and explain the reasons (grounds) for their thinking
 - 5) Exchange opinions with others to deepen one's own thoughts
- Etc.

Example of 3) 1st Grade Arithmetic

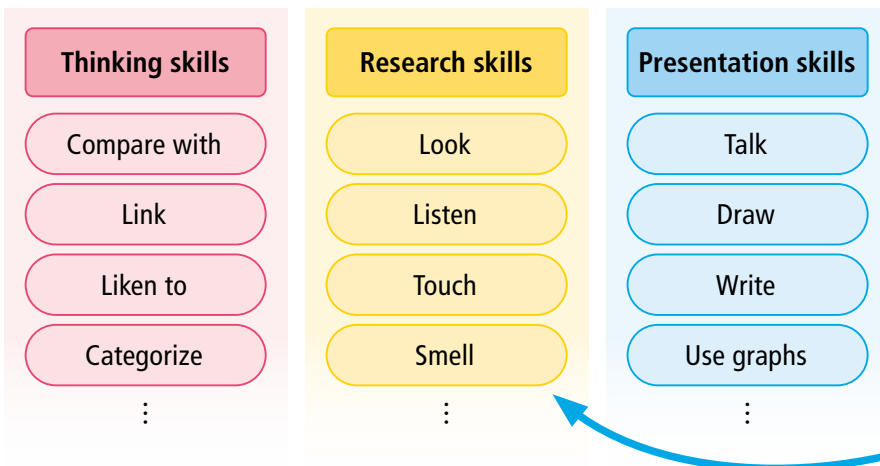
Cycle of inquiry	Learning activities
Set Research Question (RQ)	Set an objective using an illustration produced in previous class. Express the illustration in a formula.
Gather information	Think individually Devise a formula Learn collaboratively Discuss each other's formula in group
Organize and analyze	Learn collaboratively Consider meaning of formula in group Learn collaboratively Check differences between formulas in class as a whole
Sum up and present	Deepen learning individually Write down conclusion(s) Deepen learning individually Work on an applied problem Deepen learning individually Reflect

[Skills of "thinking," "research," and "presentation" in IBL 12 (beginner level examples)]

By organizing the learning methods acquired in school into skills such as "thinking," "research," and "presentation" and putting those skills into use regularly in various situations, pupils will acquire the ability to think issues through logically and critically.

[Examples of use of "research skills"]

- In 1st Grade "Living Environment Studies," pupils will learn how to observe plants by "looking," "listening," "touching," and "smelling."
- By arranging these skills as a "research skill," the pupils themselves will realize that they possess these skills and that they can use them when they want to research a topic in other subjects.



[Feature 2] Language proficiency and underlying linguistic ability

Improving world-class language proficiency and the linguistic ability that underpins it



- Students will have **four periods of English a week** from 1st Grade. **Over the nine years of compulsory education**, they will have received **over 1,000 more hours** of foreign language instruction than regular schools.
- Tokyo Metropolitan Board of Education programs will be used as opportunities for students to put their English skills into practice and to encounter a **second foreign language**.

Educational Program Examples



Program for the Development of Next-Generation Leaders

Since the 2012 fiscal year, we at the Tokyo Metropolitan Board of Education have implemented the "Program for the Development of Next-Generation Leaders," a study abroad support program aimed at 200 students at municipal senior high schools, junior high schools and six-year secondary schools (150 students in 2012).



*The information above is correct as of March 2021, but subject to change.

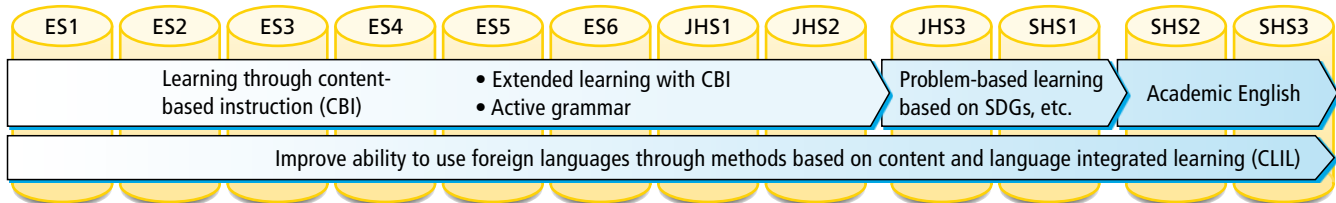
Tokyo Experience School

We at the Tokyo Metropolitan Board of Education are expanding acceptance of foreign students so that more and more public high school students can communicate with foreign students at their own schools.

*Scan QR code for Tokyo Portal for International Education and refer to Invitation of foreign students to the public high schools in Tokyo.



[Language Proficiency (Foreign Language Education)]



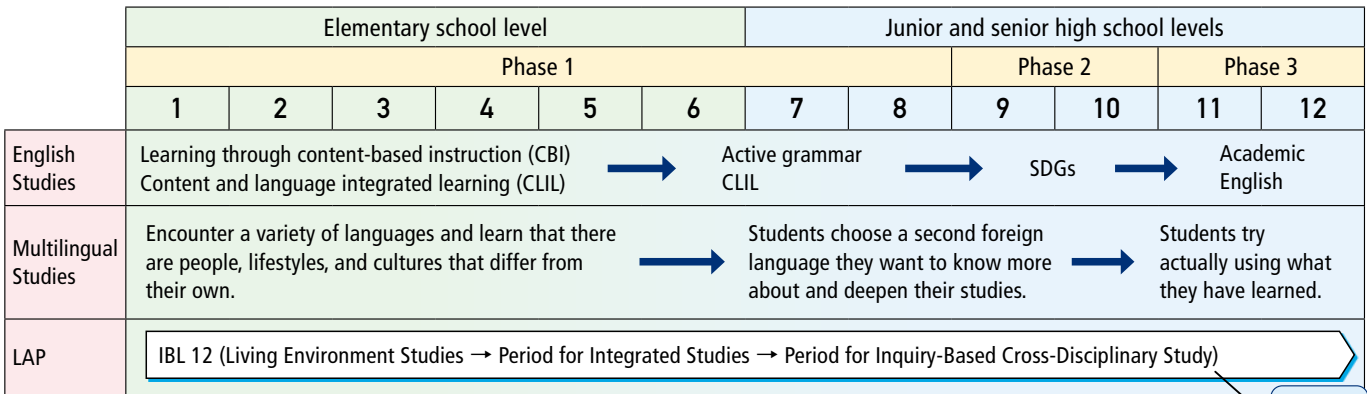
Elementary school level						Junior and senior high school levels								
Phase 1						Phase 2			Phase 3					
1	2	3	4	5	6	7	8	9	10	11	12			
<p>English Studies Short lessons (E Time) *Across all school levels, in small proficiency-based groups</p> <ul style="list-style-type: none"> • Lessons with specialist subject teachers, foreign instructors and JET teachers • From lessons delivering experiential skills such as listening and speaking to lessons that incorporate reading and writing • Interaction with overseas sister schools using ICT • Presentations in English • Debates and written assignments in English 														
<p>Multilingual Studies I Encounter</p> <ul style="list-style-type: none"> • Pupils experience the fun of languages by encountering a variety of languages through special activities. • Pupils learn that there are people, lifestyles, and cultures that differ from their own. • Site of learning is extended to pupil council and club activities. 						<p>Multilingual Studies II Deepen</p> <ul style="list-style-type: none"> • Referencing the lessons they learned in Multilingual Studies I, students choose a second foreign language they want to know more about and deepen their studies in class. • Students take various opportunities to actually use what they have learned. 								
[Achievement Goals]						EIKEN Grade 3 level			EIKEN Grade 2 level			EIKEN Grade Pre-1 level		

[Linguistic Ability]

Elementary school level						Junior and senior high school levels								
Phase 1						Phase 2			Phase 3					
1	2	3	4	5	6	7	8	9	10	11	12			
<ul style="list-style-type: none"> • Activities that primarily link experiences and language, with a focus on Japanese and Living Environment Studies 		<ul style="list-style-type: none"> • Activities that primarily involve reading and thinking logically, with a focus on Japanese, Arithmetic, and Science 		<ul style="list-style-type: none"> • Activities that primarily involve further, multi-faceted inquiry, with a focus on Japanese, Arithmetic, and Science 		<ul style="list-style-type: none"> • Local research, basics of literature research • Guidance and advice from special instructors • Extended learning in science/math area 			<ul style="list-style-type: none"> • Local research, extended literature research • Guidance and advice from special instructors • Extended learning in science/math area and in humanities/social studies area • Planning and execution of inquiry programs 			<ul style="list-style-type: none"> • Presentation of research findings (Japanese and English) • Written papers (Japanese and English) 		

Global Mindset Curriculum

Mutually connecting English Studies, Multilingual Studies I & II, and LAP to develop the foundations of global leaders



[English Studies (Elementary school level)]

- Using texts produced by the Tokyo Metropolitan Board of Education for our school, pupils will learn the basics of "listening," "reading," "speaking (interaction)," "speaking (presentation)," and "writing" with a foreign instructor.
 - Initially, the emphasis will be on "listening."
 - When pupils get used to the sound of English, they will move onto "speaking (interaction)." At the end of each unit, there will be a "speaking (presentation)" activity.
 - Pupils will encounter text through listening and speaking, which will connect to "reading."
 - "Writing" study will take place gradually.
- Of the four periods of English instruction a week, one will be devoted to "E Time," which will be held in 15-minute sessions three times a week (Tuesday, Wednesday, and Friday) in the morning.
 - Pupils will use texts to prepare for and review or supplement their lessons.
 - Teaching materials from the Ministry of Education, Culture, Sports, Science and Technology and the Tokyo Metropolitan Board of Education, textbooks, CDs, picture books, and other materials will be used for extended learning.

Text that considers the relationship with other subjects to enable CLIL (1st Grade)



▲Cover (sample image)



▲Contents (sample image)

[Multilingual Studies I Encounter]

In the junior and senior high school levels, students will be able to choose languages that fit into their visions for their future lives or make proactive, independent choices of languages based on their deep interest in other languages and countries.

	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
	Korean		Chinese			German	Spanish	French			Arabic	
1st Grade	[Focus on experience] Play, sport, (song and dance)											
2nd Grade	[Focus on experience] Food culture *Collaboration with school lunch program											
3rd Grade	[Focus on experience] Clothing (traditional costumes), annual events											
4th Grade	School life											
5th Grade	Geography (nature)											
6th Grade	Geography (industry)											

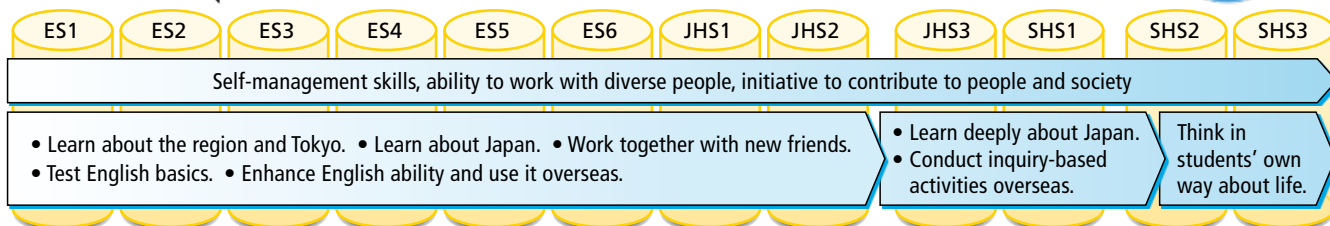
Pupils will study six languages, one each month, in partnership with universities and other institutions in the Tama region.

Topics related to subjects, etc. will be set and studied for each grade.

- Conducted for one or two periods a month. Each period, as well as developing international understanding, including greetings, pupils will encounter spoken language and written language related to a certain theme.
- For one period each year (in August or January), an opportunity will be created for the whole school to encounter other languages. For this lesson, a theme (region, etc.) will be decided and the language chosen. Where necessary, parents/ guardians who have registered with "Team Tachikoku Talent Bank" will be enlisted to help.

[Feature 3] School events that put learning into practice

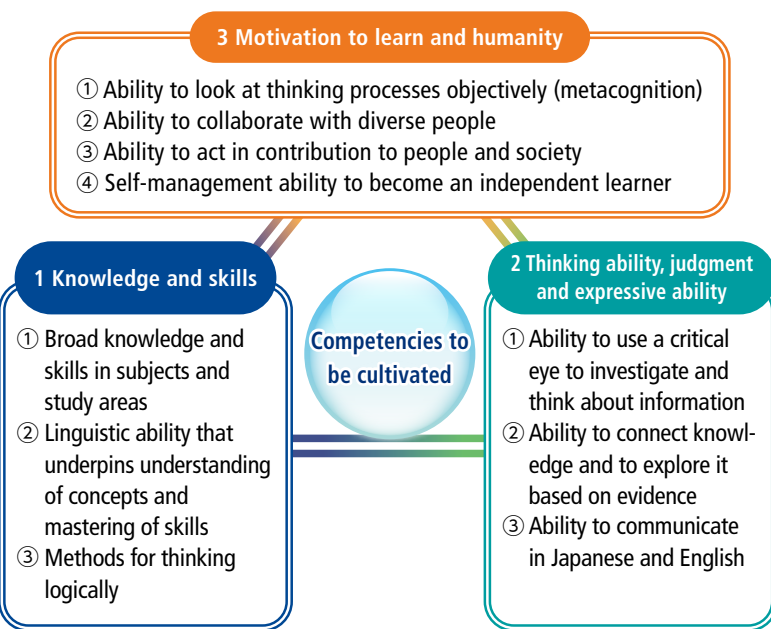
Enrichment of school events based on Grand Design



Elementary school level						Junior and senior high school levels					
Phase 1						Phase 2			Phase 3		
1	2	3	4	5	6	7	8	9	10	11	12
Speech contests (Japanese and English) / Presentation events (Japanese and English) / Debating events (Japanese and English)											
Japanese traditions and culture classes (art understanding / art appreciation classes, hands-on experiences, introducing them to overseas sister schools) Cross-cultural exchanges											
Ongoing interactions with local schools Hosting of international students											
<ul style="list-style-type: none"> Entrance ceremony Living Environment Studies excursion 	<ul style="list-style-type: none"> Living Environment Studies excursion TGG experience 	<ul style="list-style-type: none"> Tachikawa City excursion Nishitama overnight experience 	<ul style="list-style-type: none"> Island overnight experience Social Studies excursion 	<ul style="list-style-type: none"> Agricultural experience (rice planting) (rice harvest) Outdoors school Social Studies excursion Cross-cultural experience in Japan 	<ul style="list-style-type: none"> Overseas sister school visit Social Studies excursion First aid training Hyakunin-Isshu tournament Coming-of-age ceremony 	<ul style="list-style-type: none"> Entrance ceremony Team Tachikoku seminar TGG experience 	<ul style="list-style-type: none"> Off-campus learning English camp Workplace experience Life support training Hyakunin-Isshu tournament 	<ul style="list-style-type: none"> Off-campus learning Study tour in Japan Middle school completion ceremony 	<ul style="list-style-type: none"> Leadership Action Program (LAP) Life support training 	<ul style="list-style-type: none"> Overseas study tour 	<ul style="list-style-type: none"> Graduation ceremony
[Elementary, junior and senior high whole-school events]						Sports Day (1st Term) School Festival (2nd Term)		Music Festival (3rd Term)		Regular exams (each term)	

Relationship to "Competencies to be cultivated" in the grand design for our school (Page 2)

Living Environment Studies / Social Studies excursions, Tachikawa City excursion, Agricultural experience (rice planting/harvest), Hyakunin-Isshu tournament	2②
Nishitama overnight experience, island overnight experience, study tour in Japan, Sports Day, School Festival, Music Festival	2②, 3②
Art understanding classes (elementary school level) ➔ Art appreciation classes (junior and senior high school levels)	1① ➔ 2②
Life support / First aid training	3③
Outdoors school	3④
Team Tachikoku seminar, off-campus learning	3②
Workplace experience	3②③
Speech contests / Presentation events / Debating events	2①③
TGG experience, cross-cultural experience in Japan (overnight), overseas sister school visit, English camp, overseas study tour	2③, 3②
LAP	2②③, 3②③



TGG: TOKYO GLOBAL GATEWAY

Here at the Tokyo Metropolitan Board of Education, in addition to classroom lessons, we are improving TOKYO GLOBAL GATEWAY as a place for practical, personal learning so that children and students have more opportunities to speak with foreigners and touch other cultures, and to obtain an attitude for positive use of English.



Educational Facility Examples



TGG



Domestic facility for cross-cultural experience