

# Don't measure your potential by Standard Deviation How Can I Contribute to Our Future World?



We studied at OIS High School and challenged ourselves to become future leaders in the international community. As a testament to our efforts, we have received acceptance letters from many universities in Japan and around the world.

## University Admission Result for Our 2nd Graduating Cohort (2024)

Reference: The Times Higher Education World University Rankings/QS World University Rankings 2024

- ◆ University of British Columbia (Canada) \*World ranking 41st
- ◆ University of Monash (Australia) \*World ranking 54th
- ◆ Queensland University of Technology (Australia)
- ◆ Hong Kong University of Science and Technology (Hong Kong) \*World ranking 66th
- ◆ Education University of Hong Kong (Hong Kong)
- ◆ University of Lincoln (New Zealand)
- ◆ Centennial College (Canada)
- ◆ University of Technology Sydney (Australia)
- ◆ Royal Melbourne Institute of Technology (Australia)
- ◆ Auckland University of Technology (New Zealand)
- ◆ New Zealand School of Food & Wine (New Zealand)
- ◆ International Christian University, Division of Arts and Sciences
- ◆ Ritsumeikan University – Global Liberal Arts
- ◆ Musashino University – Faculty of Pharmacy
- ◆ Hosei University – Faculty of Economics
- ◆ Ritsumeikan Asia Pacific University – International Management
- ◆ Yokohama University Of Pharmacy – Department of Health Pharmacy

## University Admission Result for Our 1st Graduating Cohort (2023)

Reference: The Times Higher Education World University Rankings/QS World University Rankings 2023

- ◆ University of Toronto (Canada) \*World ranking 18th
- ◆ University of Melbourne (Australia) \*World ranking 33th
- ◆ University of Birmingham (U.K.)
- ◆ Hawaii Pacific University (USA)
- ◆ Waseda University – School of International Liberal Studies
- ◆ Sophia University, Department of Liberal Arts, Faculty of Liberal Arts
- ◆ McGill University (Canada) \*World ranking 31st
- ◆ University of Sydney (Australia) \*World ranking 11st
- ◆ ESSEC Business School (Singapore)
- ◆ California State University, Northridge (USA)
- ◆ Kapiolani Community College (USA)
- ◆ Waseda University – School of Social Sciences,
- ◆ Sophia University, Department of Management, Faculty of Economics

### The gateway to universities across the world

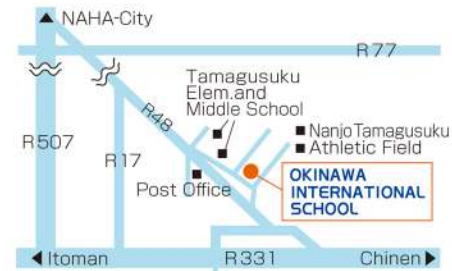
#### International Baccalaureate Accredited Elementary to High School Integrated School

Our school is a senior high school operated as a designated school corporation approved by the Minister of Education, Culture, Sports, Science and Technology. As a school authorized to grant university entrance qualifications, graduates from our school are recognized to possess academic abilities equivalent to or exceeding those of high school graduates, allowing them to apply to universities both domestically and internationally.

### OIS Group

**OKINAWA INTERNATIONAL SCHOOL**  
143 Fusato, Tamagusuku, Nanjo-city,  
Okinawa 901-0611 JAPAN

**098(948)7711**  
admission-center@ois-edu.com



**OKINAWA INTERNATIONAL SCHOOL** The only integrated International Baccalaureate (IB) curriculum in Okinawa

Preschool and Kindergarten Naha Campus	Elementary Nanjo Campus	Middle School Nanjo Campus	PST Academy Okinawa International Academy High School Designated University Entrance Qualification School Nanjo Campus
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# Okinawa's One and Only International Baccalaureate Continuum School Standing for education that produces world-class knowledge, language skills and morality to enable and empower globally active learners.

We adults deeply hope that our children's future holds a better society than the present. However, just wishing is not enough. To bring about such a reality, we need ambitious individuals with international educations. This kind of education for the next generation will produce such individuals. OIS adopted the International Baccalaureate Program's inquiry-based education in 2006 as a means of educating young people capable of innovating international society. For Japanese people, education in their mother tongue and Japanese literature is paramount for developing genuine bilingualism. OIS's educational framework aims to develop internationally educated learners who think critically and independently, poised to create a promising and radiant future.

School Director/Principal Masato Chinen



## Be a Seeker of Truth!

### Philosophy

To cultivate an environment where all learners become "seekers of truth" through transcending our differences in ethnicity, nationality, language, religion, and political beliefs in order to comprehend, respect, and interact with one another. To foster global elite learners who set their sights high to identify challenges, think, and act upon their own to bring about changes to our society.



### Mission

To provide a rigorous inquiry-based educational program founded on three pillars: human rights and peace; coexistence with the natural environment; and multicultural understanding. To nurture the skills needed to engage in inquiry across disciplines: comprehension of global society from a local perspective; communication skills; logical thinking; quantitative reasoning; ICT/AI skills; critical and creative thinking; and advanced moral and ethical values.



# A High Standard Global Education in Okinawa: The islands and its people are known for good health, longevity, beauty in nature, world renowned Blue zone Oceans, and mindfulness.



## Okinawa is the perfect environment for the development of internationally-minded people who can play an active role in the world.

Okinawa embodies...

- Open-mindedness
- Honoring peace
- Coexistence with nature
- A unique heritage, history, and culture
- Reverence for multicultural diversity
- A history of international relations

### What is the Blue Zone?

The Blue Zone designates regions recognized for the health and longevity of its residents. The concept originated with the Belgian demographer Michel Poulain and the Italian physician Gianni Pesz, who marked the Barbagia region of Sardinia, famous for its long-lived population, with a blue marker on a map.

- ◆ Sardinia, Italy
- ◆ Okinawa, Japan
- ◆ Loma Linda, California, USA
- ◆ Nicoya Peninsula, Costa Rica
- ◆ Ikaria, Greece

## School History

April, 2003	Okinawa International School English Preschool Established in Naha	July, 2016	OIS Middle School Accredited for the IB Middle Years Programme
August, 2005	Relocation to Sobe, Naha	October, 2017	School trip to Vietnam (5th-9th graders)
September, 2005	Start of 1 year-old Classes (Currently accepting from 2 years-old class)	January, 2018	OIS and Xin-Gang Elementary and Junior High School in Taiwan Become Sister Schools
April, 2006	Foundation Elementary School	May, 2018	OIS High School Becomes a Candidate for the IB Diploma Programme
May, 2008	OIS becomes a Candidate School for the IB Primary Years Programme (PYP)	July, 2019	OIS Elementary to High School Moved to Nanjo Campus
July, 2011	OIS Accredited as Okinawa's First IB Primary Years Programme (20th in Japan)	April, 2020	PST Academy Founded
February, 2012	The First Exhibition (by 6th graders)	April, 2020	Opening of Okinawa International School Secondary School
March, 2012	Elementary Graduation of the inaugural Class	December, 2020	OIS High School Accredited for the IB Diploma Programme
April, 2012	Annex Established in Tsubogawa, Naha for Upper Elementary and Middle School. Enrollment of Inaugural class for Middle School	October, 2021	Received accreditation from the Ministry of Education, Culture, Sports, Science and Technology as a Designated University Entrance Qualification School
January, 2014	OIS Becomes a Candidate for the IB Middle Years Programme	February, 2023	Graduation of the first cohort of high school students All members of the first cohort accepted to domestic and international universities
March, 2015	Middle School Graduation of the Inaugural Class	February, 2024	All members of the second cohort of high school students accepted into universities
January, 2016	The First Community Project (by 9th graders )		
April, 2016	Uniform Redesigned		



# IB Continuum Programs International Baccalaureate Accredited Elementary to High School Integrated School



< HOLD ON TO YOUR DREAM AND CLIMB FOR IT. >



## School Logo Message

The blue circled outline represents the "O" of Okinawa and Ocean. The "I" shows the bird's straight line of sight and legs in flight to the future. The "S" creates the bird's body. The beak sticking out of the blue outline imagines our students' futures as they go from Okinawa to all across the world. The crown expresses the indomitable will to always strive above and beyond.

## OIS has its own unique learning environment

### Being a Meaningful Facilitator

Encouraging and patiently educating. For students learning in an English-speaking environment for the first time, making learning stress-free is no simple task. Our educators consistently support and patiently motivate each student every step of the way until the learners themselves have the confidence to do it on their own.



### Taking Learning Beyond the Classroom

The goal of education at OIS is to cultivate individuals who will innovate society in the future. To that end, it is crucial for students to learn about the structure of modern society alongside classroom studies. Learners explore society and receive career guidance through thematic units in elementary school and in middle school they do so through project-based learning.



### The Importance of Multinationalism

Global society is rich in diversity. Learning in an environment with multinational teachers fosters global mindsets, critical thinking, and logical reasoning skills empowering students to thrive in such a society.



## Making Okinawa International School an Educational Hub

Historically, Okinawa has been a crossroads linking Taiwan, mainland China, the Korean Peninsula, Southeast Asia, and Japan. Through education, OIS aims to serve as a hub of communication and mutual understanding for learners from around the world.



## International Baccalaureate Accredited School



### Providing the Highest International Curriculum Standards to Realize our Mission

#### In 2006, OIS made the decision to embrace International Baccalaureate (IB) education

In 2006, OIS made the decision to embrace International Baccalaureate (IB) education. This decision was deeply rooted in the alignment between the IB's philosophy and OIS's own mission. The curricular overlap to foster global citizens through a holistic education approach, including transitioning from local to global perspectives, nurturing proficiency in both native and additional languages, and shifting from textbook-centered and test-focused education to student-driven inquiry-based learning.

#### Becoming a committed global citizen

The International Baccalaureate programme offers a continuum education. Without prioritizing textbooks teachers and grades, our curriculum - through interdisciplinary and cross-class learning - studies the self, society, nations, and the makeup of the world. In such an environment, learners inquire deeply and come to think from multiple perspectives, and our courses help students to consider the significance of their thoughts and actions. Students understand what they are learning is not only for tests or exams, but also for becoming a truly globally-minded person who can impact the world.

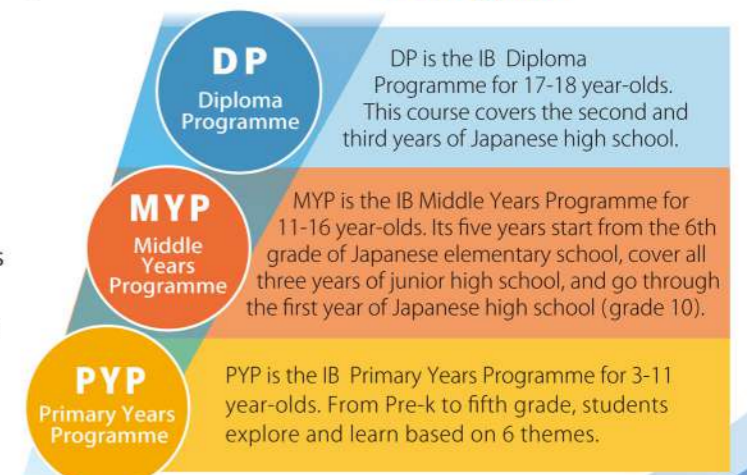
#### Applying global standards to empower students in Okinawa

The IB curriculum, while simultaneously supporting the students' intellectual, personal, emotional, and social development, offers subjects in languages, humanities, sciences, mathematics, and the arts. All learners foster unbiased thinking, expressiveness, logic, research, multicultural understanding and tolerance skills. In order to raise internationally-minded true global elites with deep values, we, as an IB accredited school, provide a learning environment where students can receive the foremost education to go from Okinawa to the world.

#### IB Learner Profile



#### 3 IB Programs







# Elementary

Grade 1 Grade 2 Grade 3 Grade 4 Grade 5



## Enriching students' potential through 5 years of progressive and globally-centered education

OIS's Elementary School covers the International Baccalaureate PYP. Through this curriculum, students inquire deeply, cultivate international mindedness, gain joy in their growth of knowledge, and acquire the desire and will to learn. Also, through studying the society's structure, students learn to respect others and acquire the skills to express their opinions and convictions to others. Moreover, by reflecting on their inquiries, learners enhance their quality of learning and also develop the ability to act to solve problems by themselves. Through intellectual and emotional globally-minded growth, learners open up a world of possibilities for their futures.

### A modern style of education based on a transdisciplinary approach to explore topics and content

The core of the PYP curriculum has educators supporting learners as they enjoy exploring the process and methods of inquiry. Learners, without being caught up in set ideas, focus on the heart of the concept and foster the ability to look deeply at problems from multiple perspectives. In this way, as IB students who value learning, they receive a holistic education for their mind, heart, and body.

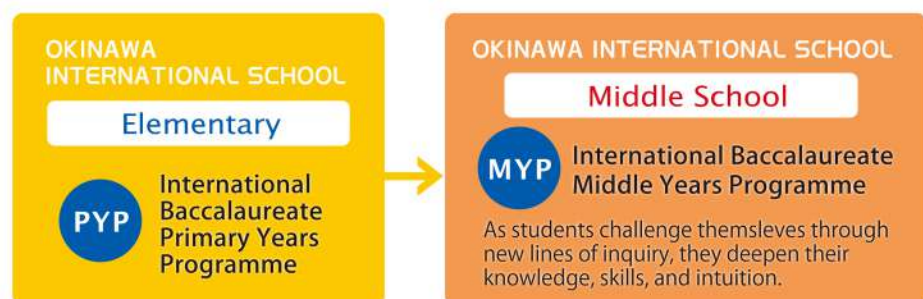
### An integrated curriculum which values Okinawan culture and identity

In the formative years of elementary school, it is important to learn about the Okinawan identity. As an IB school in Okinawa, we integrate local activities, culture, and history through classes such as Shimakutuba (Okinawa's indigenous language) and karate. This helps us in fulfilling our IB mission to found a peaceful world.

### Future studies after Elementary Education

#### IB continuum education

As an integrated IB school, many of our elementary students come aiming to proceed to OIS Middle School.



### Robust Guidance Counseling

We provide guidance counseling for academic guidance and more.



## Sensory Education: Experiencing the joy of learning, ability to think, and growth of knowledge

### Curriculum Pick Up

We utilize an unparalleled and diversified curriculum. Units of inquiry (UOI) are IB's core wherein learners acquire the necessary knowledge, skills, concepts, and abilities. Through these units, we provide a wide-ranging and balanced conceptual learning experience through interdisciplinary inquiry programs which go beyond just facts and memorization.

While they may be nervous at first, as learners begin to gain skills and confidence with time, they come to enjoy challenging themselves.



### UOI

### Curriculum Pick Up

### English

Language learning does not occur in a vacuum. The IB develops ideal learners with international worldviews who approach conflicting ideas with magnanimity and understanding. In our English courses, students focus on core skills such as reading, listening, writing, viewing, and presenting to acquire the English ability and skills to uniquely interact with the world.



Though students may be hesitant in the beginning to express themselves in English, as their abilities develop, they come to freely share their ideas with confidence.

### Curriculum Pick Up

### Math



Students are motivated and curious to explore mathematics. Through continual cooperative inquiry, learners build up their abilities while deepening their understanding and application of concepts.

Mathematics classes are conducted interdisciplinarily based on inquiry learning. We incorporate both inquiry and project-based learning to empower students to think from multiple perspectives and connect their mathematical knowledge to real life.

Through this curriculum, learners continuously develop inquisitiveness, deep knowledge, reflectiveness, balance, thoughtfulness, compassion, openness, and the readiness to take on challenges.

### Curriculum Pick Up

### Life Tech



Learners gradually come to recognize how to use iPads as tools for self-expression and develop as students who fully display their skills and continue to try new experiences.

LifeTech courses promote ICT learning. Each individual learner receives an iPad, and in the elementary grades, students make use of apps to create posters and develop basic skills for visual programming. In middle and high school, students will have frequent opportunities to learn to use software to create and edit videos and slides for presentations. Students will demonstrate the culmination of these skills in their last year of PYP's final project: Exhibition.

### Curriculum Pick Up

### Japanese

Our Japanese classes break the mold of traditional textbooks by engaging in literary works and expository texts. Students increase their appetite for learning through group and pair work and engage in the material activity through communication and digital tools. In this way, learners develop the literary skills necessary for MYP and DP.

Learning which starts in school classes will evolve into mutually supportive independent inquiry at home and on the weekend.



### Curriculum Pick Up

### P.E.

The physical education curriculum covers five units over the school year through which students foster not only practical skills, but through collaboration with their classmates, they also develop teamwork and social skills. We empower learners to think objectively by recording activities and performances and providing chances for reflection. Through these classes, students grow as active risk-takers who consider what step they are on and how they should proceed to achieve their goals.



Through photographic techniques such as slow motion, they take ownership of improving and educating each other about proper postures and movements leading to the growth of their hearts, minds, and bodies.

### Student's Voice

#### < Grade 1 >

I like karate class. I got to be a leader of my class in preschool. When I grow up, I want to be a preschool teacher at OIS. I'll have to do my best and study a lot to be a teacher. I love playing with my friends here.

#### < Grade 2 >

I like art class because I like to draw. When I grow up, I want to be a ballet teacher or a chef, so I need to practice my dance and ballet. I like talking and playing games with my friends during free time.



# An International Education Journey through English and Japanese

## Toward Academic English

We lay the foundation for the presentation and communication skills essential for future study and research activities at universities and research institutes.



### Learning Goals

- ◆EIKEN -Grade Pre- 2 or above by G5
- ◆TOEFL Junior -Score 745~

## Intensive Japanese Instruction

We robustly support the study of the majority of students' first language: Japanese. In IB inquiry courses such as science or social studies, learners use English and Japanese to improve their language acquisition and promote their use of both languages.



## Utilizing Advanced ICT

We provide an advanced ICT learning environment to all students by providing an individual iPad to promote higher learning outcomes, class efficiency, and the IT skills necessary to participate in this information age through study in English and Japanese in all subjects and IB inquiry.



## Language Support

As students move throughout the school year and between grades, differences in language ability in English and Japanese can arise. In order to address students and guardians' concerns, the elementary department provides language support (Pull Out) classes for both English and Japanese to firmly reinforce students' basic language skills.



## PYP Exhibition Culmination of Inquiry-based Learning

In their final year of PYP, the fifth graders will hold an Exhibition, IB PYP's inquiry learning presentation. Learners will present in English the culmination of their learning, sharing their cooperative experiences, knowledge, and skills all while demonstrating their ability to inquire, consolidate, and present. Students select a social issue of interest about which to present (e.g. endangered species, technology, hunger, natural disasters, the environment and more).



## Student's Voice

<Grade 3>

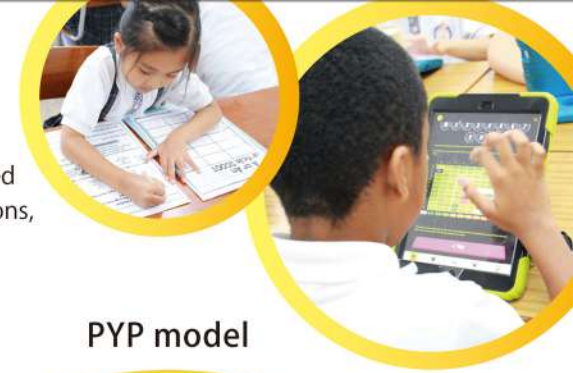
I like sports, so gym is my favorite class. Also, I like Mandala art so I enjoy crafting as well. Since I want to be a tennis pro in the future, I run 1500 meters for two hours everyday. I hope to use the English I'm studying now when I travel around as a tennis player in the future. I have the most fun playing my favorite sports during gym class.

<Grade 4>

I like English the most because I love writing. I heard about discrimination in the world from my dad, and my dream is to put a stop to it. I enjoy reading in the school library, especially books about great people and those about discrimination.

## A Day in the Life of PYP

We provide subject learning based on the IB standards centered on the inquiry-based learning of the IB PYP which, since subject contents branch off in a variety of directions, have more class hours than public Japanese elementary schools.



## Grade 1 Class Schedule

Time	Period#	Mon	Tue	Wed	Thu	Fri	
8:30		Homeroom					
8:35	Morning activity	Circle Time	READ aloud	READ aloud	READ aloud	READ aloud	
8:55~9:40	# 1	UOI / Math	UOI / Math	UOI / Math	UOI / Math	UOI	
9:45~10:30	# 2	UOI / English	UOI / English	UOI / English	UOI / English	UOI	
10:30~10:40		Recess					
10:40~11:25	# 3	UOI	UOI	UOI/Japanese JFL	UOI/Japanese JFL	UOI / English	
11:30~12:15	# 4	UOI	UOI	UOI/Japanese JFL	Life Tech	UOI / English	
12:15~13:10		Lunch / Cleaning / Free time					
13:10~13:55	# 5	P E	UOI/Japanese JFL	Music	UOI / Art	Independent Inquiry	
14:00~14:45	# 6	P E	UOI/Japanese JFL	UOI / Media Literacy	UOI / Art	PSE / Shimakutuba / Karate	
14:45~15:15		Homeroom / Cleaning					

Teaching in English Teaching in Japanese Teaching in English or Japanese

### Q1: How much homework is there?

A: While it varies from grade to grade, depending on the students and the inquiry, it could range from three times a week to every day. Assignments also vary from subject to subject, but they can range from interviews and watching a video before class to paper-based assignments. If, despite trying, a student is unable to finish in time, they should bring their work to school and seek assistance from their teachers.

### Q2: What kinds of tests and exams are there?

A: As of 2024, we provide the English proficiency tests TOEFL Primary and Junior and KANKEN for Japanese. Additionally, each UOI requires students to create a presentation or another cumulative activity.

### Q3: How can I support their learning at home?

A: The first step is creating an environment where students can use English at home, such as English reading time. Also, since students will be using mainly English at school, we ask for your support of their native language, such as Japanese, through reading and writing practice.

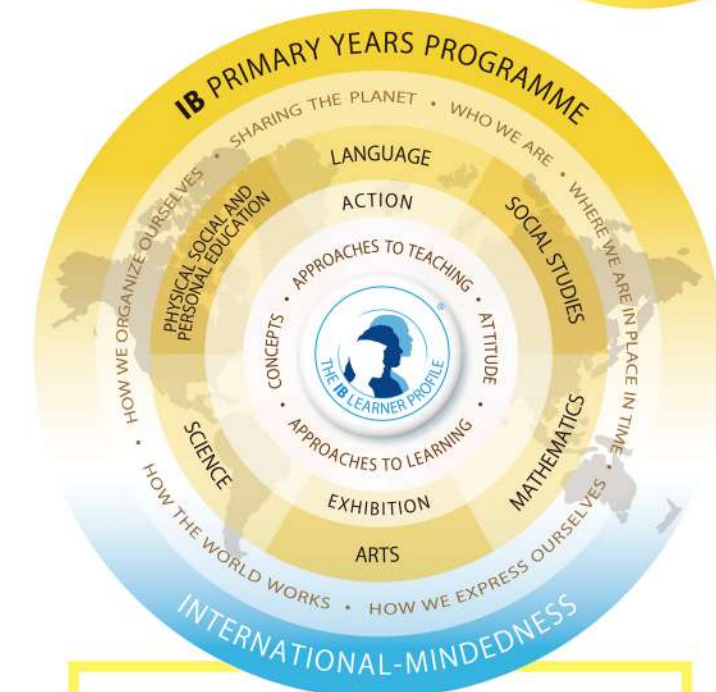
### Q4: What kind of after-school support is there?

A: After school, students do homework, read books in the library, or do activities such as ping pong or board games with friends until their pick-up comes or the school buses leave. Also, for an additional fee, learners can join after-school club activities such as belly dancing, karate, English classes, programming and digital art.

### Q5: Is it too late to start from elementary school? What should I do if they are not keeping up?

A: Our school offers education from kindergarten and we recommend learners to be in an English environment from an early age to develop their English skills and inquisitiveness as this facilitates a smooth transition into elementary education. However, it is not uncommon for students to join or transfer from the elementary school. The most important factor is the student's motivation and support at home. If a student is having difficulty keeping up with classes, we will discuss this with the homeroom teacher or subject teacher, determine where the issue lies, and make a plan together on how to follow up at home.

## PYP model



## Transdisciplinary Curriculum Spanning Six Units of Inquiry

We cultivate skills in Math, Social Studies, English and Science through the inquiry of the six themes. At the same time, we value leading students to connect what they learn at school to society.

- Theme 1: Who we are
- Theme 2: Where we are in place and time
- Theme 3: How we express ourselves
- Theme 4: How the world works
- Theme 5: How we organize ourselves
- Theme 6: Sharing the planet

## Student's Voice

<Grade 5>

I like art the most because I love to draw. My current goal is to organize my time better to get my work done on time, so I make sure to check my homework diary to stay on track. I like OIS's autumn adventure the most because the whole class gets to go together.





# Middle School

Grade 6 Grade 7 Grade 8 Grade 9

## A holistic multilingual environment to foster globally-minded citizens

In Middle School, students learn the International Baccalaureate Middle Years Programme from 6th grade. Middle school (MYP) is an important period where students deepen their knowledge and skills that they cultivated in inquiry learning in elementary school (PYP) and make a smooth transition to high school (DP). Through subject study, students acquire English skills and communication skills which enable them to be globally active. In addition, by learning their own traditional cultures, history, and languages as well as enhancing their identity, students develop as internationally minded individuals.

### Three Educational Policies of MYP

- Holistic-learning** Learning and instruction based on the notion that all knowledge is interrelated.
- Intercultural-understanding** International mindedness that all of the students, guardians, teachers, and faculty respect their own and other cultures.
- Communication** Understanding the importance of and acquiring the skill of open communication.

### A Day in the Life of MYP

In the middle school program, students study the MYP course subjects with a focus on the International Baccalaureate (IB) inquiry-based learning.

#### Grade 6 Class Schedule

Time	Mon	Tue	Wed	Thu	Fri
8:30~8:35	Homeroom				
8:40~9:30	1st Individuals & Societies	Mathematics	Music	Mathematics	Mathematics
9:35~10:25	2nd Individuals & Societies	Design	Music	PHE	Language & Literature
10:35~11:25	3rd Visual Arts	Design	Language Acquisition	Individuals & Societies	Language Acquisition
11:30~12:20	4th Visual Arts	Independent Study	Individuals & Societies	Language Acquisition	Sciences
12:20~13:10	Lunch Break				
13:10~14:00	5th Independent Study	Karate	Sciences	Independent Study	PHE
14:05~14:55	6th Language Acquisition	Language & Literature	Sciences	Independent Study	PHE
15:00~15:55	7th Mathematics	Sciences	Language & Literature	Language & Literature	SERVICE AS ACTION
15:55~16:05	Homeroom				

Legend:   Courses in English   Courses in Japanese   Courses in English and Japanese

#### Grade 9 Class Schedule

Time	Mon	Tue	Wed	Thu	Fri
8:30~8:35	Homeroom				
8:40~9:30	1st Mathematics	Sciences	Individuals & Societies	Visual Arts	Independent Study
9:35~10:25	2nd Language Acquisition	PHE	Individuals & Societies	Visual Arts	Design
10:35~11:25	3rd Design	Language Acquisition	Mathematics	Mathematics	Sciences
11:30~12:20	4th Language & Literature	Individuals & Societies	Language Acquisition	Individuals & Societies	Language Acquisition
12:20~13:10	Lunch Break				
13:10~14:00	5th Sciences	Language & Literature	PHE	Language & Literature	Karate
14:05~14:55	6th Sciences	Visual Arts	PHE	Language & Literature	Mathematics
15:00~15:55	7th Independent Study	Visual Arts	Independent Study	Independent Study	SERVICE AS ACTION
15:55~16:05	Homeroom				

Legend:   Courses in English   Courses in Japanese   Courses in English and Japanese

## Classes centered on the development of imagination, creativity, and organization skills



### Curriculum Pick Up Individuals & Societies

A year's course consists of a combination of history and social science courses split into six units. In keeping with the IB's mission of developing higher-order thinking from an early age, inquiry-based classes enable learners to grasp key concepts. In addition to the international curriculum, OIS places great value on students' study, appreciation, and experience of Okinawan culture. Through collaborative classes, such as an interdisciplinary unit between history and music, we provide a creative, student-led learning environment with small class sizes supporting productive discussions and novel ideas.



### Curriculum Pick Up Sciences

OIS MYP Science curriculum is designed to captivate students' imaginations and inspire a lifelong love of learning. Under the key concepts of systems, relationships, and change, we delve into a diverse array of topics that reveal the fascinating principles behind what may initially seem like magic. We encourage students to embrace a hands-on approach to learning, fostering deeper understanding and retention. As we always say: "Just listening leads to forgetting, seeing leads to remembering, and doing leads to understanding." This philosophy shapes our dynamic and interactive classes, motivating students to tackle challenging topics with enthusiasm. Through engaging experiments and explorations, students awaken their curiosity and discover the joy of learning.



### Curriculum Pick Up Visual Arts

Multicultural understanding and appreciation are essential in the study of the arts. Students with active hearts and minds are successful in this creative process, so, on occasion, we play salsa music at the beginning of class to uplift everyone's spirits. Our comprehensive visual arts curriculum provides learners with a superb aesthetic sense to appreciate, analyze, and create works of art.

### Curriculum Pick Up English Language Acquisition

MYP English language acquisition classes, looking ahead to the IB Diploma Program, aim for students to achieve EIKEN Pre-1 as early as possible. In order to prepare learners for international standard language proficiency exams such as TOEFL or IELTS, the curriculum averages 120 class hours per year.



### Curriculum Pick Up Service as Action



OIS values service learning as a tool to help both students and staff develop as concerned global citizens. We believe that each and every opportunity and experience provides learners with new perspectives and insight and develops an internationally educated individual who can lead society to peace with dignity, gratitude, responsibility, understanding, and a cooperative heart.

### Curriculum Pick Up Japanese Language & Literature

Students will study and analyze the texts of literary works from various regions, periods, and genres as well as non-literary works such as newspapers and posters. Students will approach and investigate these texts from various perspectives, including language, characters, authors, and historical backgrounds, and will have opportunities to express themselves not only through written compositions, but also through a variety of other methods such as presentations and videos. Through these activities, students will foster their creative reading and writing skills along with communication and presentation skills.



### Curriculum Pick Up Design

MYP Design class focuses more on the overall design process than on the final product or solution. The core of design is inquiry and problem solving. The design curriculum model is used to structure inquiry and analyze problems, develop and create feasible solutions, and test and evaluate them.

## Student's Voice

### <Grade 6>

I like Individuals and Societies class. I enjoy learning about Okinawan history and the teacher is nice. I want to be either a doctor or a dancer when I grow up. I was sick when I was little, and the doctors who helped me were really cool, so I want to help a lot of people too. That's why I'm learning about the human body. When I dance, I can express myself in ways different from normal, so I've been practicing hard. My favorite school event is the BBQ party. It's great to hang out with kids from different grades and eat snacks together.

### <Grade 7>

I love all my subjects. In different subjects, even if the unit or social issue is the same, we can learn about that topic in an interesting way by having different teachers and perspectives. In the future I want to be like a hero who can make people smile and assert my opinion without overpowering others'. Also, in my school life I'm doing my best everyday to work on topics of interest to do what I can with the environment I've been given and give back and show my gratitude through my actions to those who have supported me and been by my side along the way. I enjoy regular school days and school events. I love to see my classmates and friends from other grades at school and hear their opinions and perspectives. Working with people outside of my class helps to improve my teamwork and communication skills. OIS teachers and students always give their all in whatever they do, so I like being a part of that.

### <Grade 8>

My favorite subject is Language and Literature because I like making and thinking of stories. We once had a unit where we had to come up with a sequel to a preexisting story, and that was a lot of fun. My dream is to be a psychologist. There are many people from all around the world in Okinawa, so I study English because I want to support them. I have the most fun when working with everyone on a big project. The most memorable events were the Exhibition that I worked on during G5 and the OIS Festival that I did in G6. Everyone didn't always agree on everything, but it was meaningful to create something together.



# Fostering presentation skills based on comprehensive understanding, a developed moral compass, and practical language skills

## A Versatile Curriculum that Enhances Language Adaptability and Readiness for Various World-Standard English Proficiency Tests

Since most subjects in MYP are conducted in English, students are expected to meet a standard level of English proficiency from their time of enrollment. Additionally, as our curriculum raises students' language aptitude, our learners take EIKEN tests to measure their progress. While aiming for EIKEN Pre-1 and 1, students also contend for high scores on TOEFL Jr. and IBT. They also work to pass a wide variety of other proficiency tests such as KANKEN, a kanji aptitude test.



### MYP English Level Goals

Goals	Completion of Grade 6		Completion of Grade 9
CEFR Level	A 2	B 1	B 2
TOEFL Junior Score	600-750	745-850	850-900
EIKEN Grade	Pre-2	Grade 2 Grade Pre-1	Grade Pre-1 Grade 1

## Meaningful Testing and Language Placement

MYP regularly conducts English class placement using external tests (APTIS, etc.) to comprehensively evaluate English proficiency (CEFR Language Proficiency Index). Assessment results are used not only for language support and class placement in the curriculum, but also as a record of each student's efforts and growth.



## Personal Project

### A presentation of the results of independent inquiry activities [Personal Project]

PBL (Problem-Based Learning) is one of the leading methods of inquiry-based learning. It is characterized by the creation of a product (project) by students to solve a real-world problem. (E.g., What are stock charts and candlestick charts, Using software to create anime songs, Improving one's nature photography skills, World poverty, Learning 2D model software etc.).

OIS implements PBL with an innovative approach that aligns with the U.N.'s SDGs with the goal of contributing to the world community.

Our consistent student-centered learning style enables students themselves to design their project ideas and educators to support them as facilitators.

Through these progressive learning experiences, students will develop an intrinsic lifelong interest in learning and acquire important skills needed for the future such as creative thinking, critical thinking, and problem-solving skills.



## Educational Outbound Trips to Explore History, Nature, and Culture

Students experience activities "outside of school" - in the real world - to learn about a variety of topics. These educational outbound trips connect students with opportunities to reflect on local history, society, culture, politics, science, nature, and the environment. Experiencing what you learn in the classroom in real life is a crucial learning process.



## Karate

We introduced this weekly program in 2021. Students aim to acquire a black belt by the time they graduate high school.



## A Smooth Transition from PYP to DP

In MYP, classes transition to concentrated scholastic study and an interdisciplinary learning model from the transdisciplinary learning model of PYP. It is an important period during which students apply the inquiry attitude they cultivated in PYP to subject learning. Subject learning does not end at acquiring knowledge but aims to promote international mindedness and active learning through consideration of how content connects to society. Furthermore, MYP, as the starting point, creates an environment to acquire skills, knowledge, and learning approaches needed for DP through a vertically aligned curriculum.



### MYP model

#### Four Principles of Inquiry

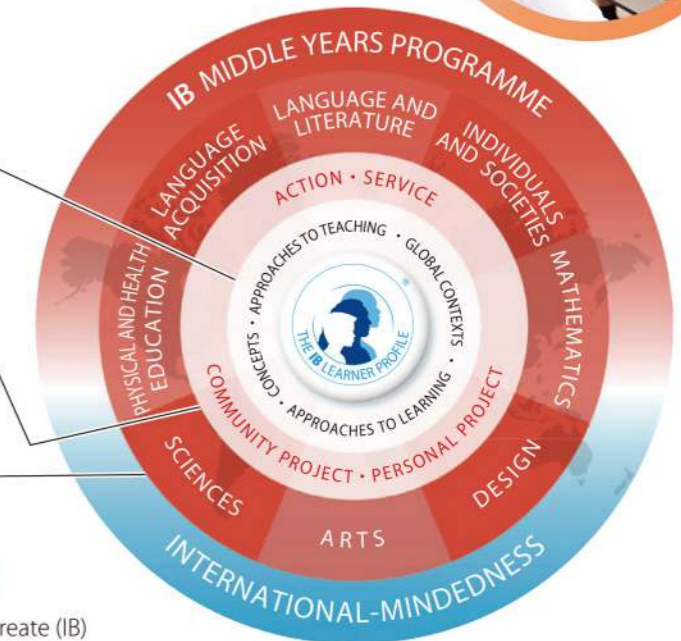
- ◆ Approaches to Teaching ◆ Global contexts
- ◆ Approaches to Learning ◆ Concepts

#### Voluntary Action · Service Activities

- ◆ Action · Service ◆ Personal Project

#### Curriculum

- ◆ Language Acquisition
- ◆ Language And Literature
- ◆ Individuals And Society ◆ Mathematics
- ◆ Design ◆ Arts ◆ Sciences
- ◆ Physical and Health Education



## Transitioning from Middle School

Our high school department consists of our International Baccalaureate (IB) course and our International Liberal Arts (ILA) course. OIS MYP students will matriculate into the IBDP course. Of course, external students who have the English ability, academic skills, and desire may also apply for the IBDP course. The ILA course is open to enrollment for external students coming from other institutions who passed the entrance exam and are seeking an English learning environment, an inquiry-based education, and applying to universities overseas.

**OKINAWA INTERNATIONAL SCHOOL**

Middle School

MYP International Baccalaureate Middle Years Programme

**OKINAWA INTERNATIONAL SCHOOL**

Grade 10 ▶ Grade 12

- International Baccalaureate Course (Primarily internal students from MYP)
- International Liberal Arts Course (External students who enroll through an exam)

For more information, please refer to the secondary school pamphlet.



## Academic and Career Path Support

There are more choices than ever when it comes to selecting the right international school for your future. Due to MEXT's recommendation, national and private universities are eager to accept IB qualifications. Diversified postgraduate counseling is essential for both national and international academic guidance. Our school provides consistent academic guidance from MYP showing students their various options and ways to use their learning to help them achieve their goals.



## Student's Voice

<Grade 9>

I like Individuals and Societies the most because I like seeing how history and politics have changed over time. Recently, in class, we were creating a documentary in teams and had to divide our time and roles. I wouldn't call our result successful, so I'd like to work on a project like that again. I think I'd like to have a job where I can use my English skills to communicate with others and present information. Because I think graduating from the IB course is the best way to reach my goal, I'm studying hard and enjoying my school life. I really think OIS is a great school. First, the classes are unique. I enjoy the inquiry style, so the IB program is the perfect place for someone like me. Secondly, this school overflows with creativity. I really appreciate that we can have events like the OIS festival and sports days that can give us a time and place to relax in our busy schedules.



# Fully-Equipped Facilities



## Library

The library has a wide variety of books and materials useful for inquiry-based learning. It also provides students with many online resources subscriptions that students can access through the school's Wi-Fi or at home.



## Chemistry Lab.

We provide a safe and modern laboratory for the study of the natural sciences to test theories and conduct experiments.

## Music Room

Music is the universal language. We provide IB curriculum music classes from PYP through MYP.



## Art Room

In order to unlock student's free-spirited creativity, they learn design, illustration, and Okinawa's unique traditional crafts in our special design studio, that boasts a 3-D printer and opportunities to practice programming with robots.



## Multipurpose Hall

This space is utilized for events such as the entrance ceremony and graduation and students' presentations and exhibitions.



## Design Room

OIS's design classes demonstrate interdisciplinary learning through ICT both technically and logically.



Nanjo City Gymnasium

Nanjo City Athletic Field

Nanjo City Tennis Court

School Building

The ideal environment for acquiring an international education in a world-standard, specialized program of exploration.



## A Wonderful Environment to Exercise Your Mind and Body



Nanjo City Gymnasium



Track & Field

Health and physical education classes and school sporting events are held at Nanjo City facilities within walking distance from the school building.

## School Bus

We also provide a safe busing system.

- Routes:
- Okinawa City-Chubu Route
  - Ginowan-Urasoe Route
  - Naha Kita- Shuri Route
  - Naha Minami-Oroku Route
  - Tomigusuku-Itoman route



# Welcome! Future Students!

## School Uniform

Our sophisticated and inspiring design combines the traditional Tartan checked pattern of IB's homeland, Europe, accented with the globally lauded style of Okinawa's traditional craft bingata.



### Elementary

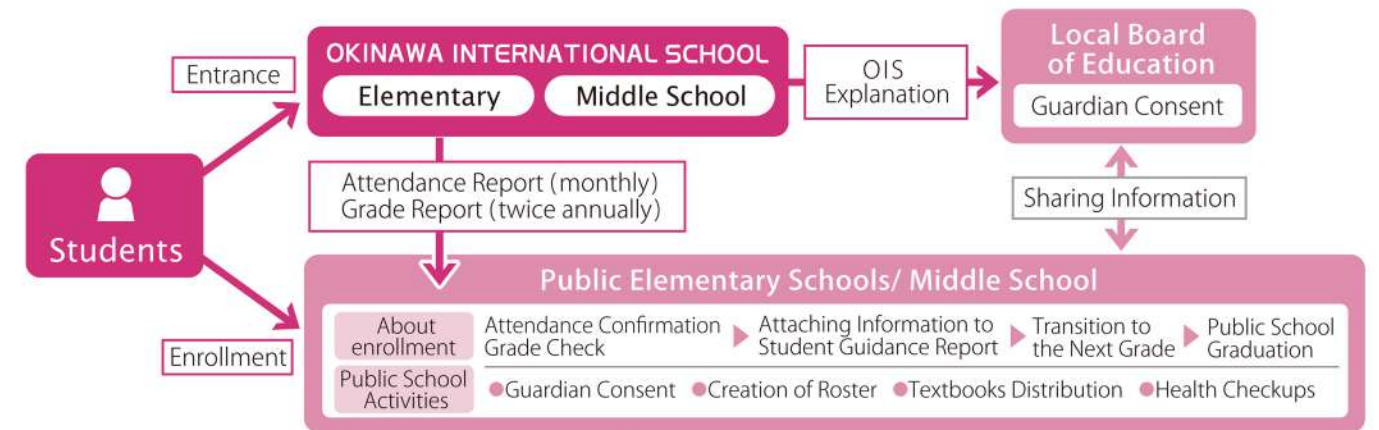


### Middle School



## Relationship with Public Schools

Okinawa International School is accredited by the International Baccalaureate (IB), but it is not accredited by MEXT. Therefore, students are registered at public schools in their district as they attend OIS. OIS periodically reports students' attendance and grades to the public schools.



OIS promotes an educationally cooperative relationship with local schools aiming for meaningful interaction among students and teachers.

## Organization Chart

