

1. Unit Objectives

- Review the words and expressions learned in the 5th grade.
- Learn about English word order.

2. Target Language

phrase	behavior	swim, cook, ride, run, play, dance, visit, see, eat, watch, etc.
	What we are good at	singing, swimming, playing the piano, riding a unicycle, etc.
	feature	strong, kind, smart, cheerful, friendly, etc.
expression	My birthday is (June 22nd). I can (run fast). I'm good at (playing soccer). She's[He's] good at (singing). She's[He's] (cheerful). Where do you want to go? I want to go to (New Zealand). I want to (see sheep). I like (cats).	

3. Unit Planning

(K/S: Knowledge and Skills, T/J/E: Thought, Judgement & Expression, Attitude: Attitude to proactive learning)

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	(10-11)	Goal: Reflect on 5 th grade learning. 【Watch the Scene】 • Watch anime and imagine the scene and the content of the story. Small Talk 【Listen and Do①】 • Listen to self-introductions and ask about their birthdays, what they are good at, and what they can do. 【Listen and Do②】 • Listen to the introductions of others and listen to their strengths and characteristics. 【Activity】 Tell them about yourself and your friends. 【Listen and Do③】 • Ask about the country you want to visit and what you want to do there.				*1 In this lesson, we will not conduct evaluation to keep a record, but we will provide guidance toward the goal. Even in activities and times where the children's learning status is not recorded, the instructor will check their learning status.
2	(12-13)	Goal: Learn about English word order. Small Talk 【Listen and Do④】 • Know the difference of word order between Japanese and foreign languages. • Make sentences with English word order in mind and try to say them. 【Listen and Read】 • Listen to the audio and select the letter of the read word by relying on the initials. 【Say and Write】 • Read the sentence aloud while being aware of the word order. • Say and write what you like.				

Unit 1

I'm from Tokyo, Japan. self-introduction

p.14-23

Domain-specific goals in the course of study

Listening	(b) If spoken slowly and clearly, you will be able to understand specific information about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(b) After organizing the content of what you want to convey, you will be able to talk about yourself using simple phrases and basic expressions.
Reading	(b) To be able to understand the meaning of simple words and basic expressions that you are familiar with listening.
Writing	(b) To be able to write about oneself and other familiar and simple things using simple phrases and basic expressions that are sufficiently familiar with listening, referring to example sentences.

1. Unit Objectives

- In order to get along with people from other countries, you can introduce yourself to each other and understand the other person and have them understand you.
- Learn the sound of the alphabet (b, c, d, f, g, h, j) and become able to differentiate them by sound.

2. Target Language

phrase	What we are good at	swimming, surfing, dancing, cooking, skiing, skating, running, singing, drawing, speaking English, playing soccer, playing the piano
	What we liked	sport (soccer, baseball, volleyball etc.), subject (English, home economics, science, etc.), animal (dolphin, cat, bear, rabbit, etc.), color (red, blue etc.), food (spaghetti, curry and rice, etc.)
	date	January~December, 1st~31st
expression	I'm from (Paris, France). I'm good at (drawing). What's your favorite (sport)? – My favorite (sport) is (baseball).	

3. Example of Evaluation Criteria for Units

- Criteria with ◎ and ○ are in the Unit Plan. ◎ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- Assessing "Reading" should not be limited to a unit but be continuously examined.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	○ <Knowledge> They understand the words and expressions that describe where you're from, what you're good at, and what you like. ○ <Skills> Listen to self-introductions using the above and acquire the skills to listen to specific information.	<u>In order to get to know the other person (foreigner),</u> they understand the self-introductions, including where you're from, what you're good at, and what you like, and ask for the necessary information.	<u>In order to get to know the other person (foreigner),</u> they try to understand the self-introductions, including where you're from, what you're good at, and what you like, and ask for the necessary information.
Evaluation Criterion A	They can understand more than 80% of the words and expressions that describe where you are from, what you are good at, what you like, and birthdays.	In line with the purpose, they understand the necessary information while grasping the outline and organizing the contents.	In line with the purpose, they try to understand the necessary information while grasping the outline and organizing the contents.

Evaluation Criterion B	They can understand more than 60% of the words and expressions that describe where you are from, what you are good at, what you like, and birthdays.	In line with the purpose, they understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.
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	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Interaction]	○ <Knowledge> Understand how to ask and answer what you like. ○ <Skills> Using the above expressions, you have acquired the skills to ask questions to others and answer about yourself.	○ <u>In order to get to know my friends,</u> they can ask and answer questions about what they like using simple phrases and basic expressions.	○ <u>In order to get to know my friends,</u> they try to ask and answer questions about what they like using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	In line with the purpose, they can ask and answer questions in an easy-to-understand way and continues the conversation by improvising.	In line with the purpose, they try to ask and answer questions in an easy-to-understand way and continues the conversation by improvising.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Able to ask and answer in line with the purpose.	Try to ask and answer in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	○ <Knowledge> They understand where you're from, what you're good at, and how to express what you like. ○ <Skills> Using the above expressions, they have acquired the skills to convey themselves.	○ <u>In order to let foreigners know about them,</u> they can tell others about themselves using simple phrases and basic expressions about where they're from, what they're good at, what they like, etc.	○ <u>In order to let foreigners know about them,</u> they try to tell others about themselves using simple phrases and basic expressions about where they're from, what they're good at, what they like, etc.
Evaluation Criterion A	You are able to communicate using accurate sentences and words.	Organize information according to the purpose and talk in an easy-to-understand way.	Try to organize information according to the purpose and talk in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk in line with the purpose.	Try to talk in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Reading	(1) < Knowledge > They understand the relationship between the familiar letters and sounds of the words and phrases that describe where one's from, what they're good at, what they like and their birthdays. < Skill > Acquire the skills to read the above words and expressions and understand their meaning. (2) < knowledge > Understand the pronunciation of b, c, d, f, g, h, and j. < Skill > Using the initial letters, you can connect the letters and sounds of a word.	<u>In order to learn about others,</u> they can read sentences written in simple phrases and basic expressions about where they are from, what they are good at, what they like, their birthdays, etc., and they know what they mean.	<u>In order to learn about others,</u> they try to read sentences written in simple phrases and basic expressions about where they are from, what they are good at, what they like, their birthdays, etc., and they know what they mean.
Evaluation Criterion A	(1) Able to understand the meaning of words and expressions without assistance such as audio or illustrations. (2) It is possible to connect the letters and sounds of words without the assistance of illustrations.	Reading the necessary information according to the purpose.	Trying to read the necessary information according to the purpose.
Evaluation Criterion B	(1) With the assistance of audio and illustrations, students can generally understand the meaning of words and expressions.	In line with the purpose, they can read the necessary information with assistance such as	In line with the purpose, trying to read the necessary information with assistance such as

	(2) With the assistance of illustrations, students can connect the letters and sounds of words.	illustrations.	illustrations.
	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Writing	○ <Knowledge> Understand the sentence structure of sentences that describe where you're from, what you're good at, what you like, and birthdays that you're familiar with. ○ <Skills> Students have acquired the skills to write the above expressions according to the rules for writing sentences, while being aware of word order.	In order for others to understand who they are, they can express themselves by writing simple words and basic expressions while looking at samples about where they are from, what they are good at, what they like, and their birthday.	In order for others to understand who they are, they try to express themselves by writing simple words and basic expressions while looking at samples about where they are from, what they are good at, what they like, and their birthday.
Evaluation Criterion A	You can follow the rules for writing sentences and write sentences in the correct word order.	Able to write in an easy-to-understand way.	Try to write in an easy-to-understand way.
Evaluation Criterion B	There is a slight error in the rules for writing sentences, but they are able to write them in the correct word order so that the meaning of the sentences can be understood.	Able to write in line with the purpose.	Try to write in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (14-17)	Goal: Say where you're from and what you're good at. Preparation: Let's remember the expressions to say what we are good at. 【Introduction】 · Exposure to the words and expressions learned in this unit. 【Watch the Scene】 · Make them aware of what they will be able to do in this unit. 【Listen and Do①】 【Jingle】 · Familiarize yourself with words and phrases that express what you are good at. 【Chant】 · Practice expressions to say where you are from and what you are good at. 【Activity】 · Think about how to tell what you are good at.				
2	1 (16-17)	Goal: Say where you're from and what you're good at. Small Talk 【Jingle】 · Review expressions to say what you are good at. 【Listen and Do②】 · Ask them where they are from and what they are good at. 【Chant】 · Review expressions to say where you are from and what you are good at.				

		【Activity】 · Tell your friends where you're from and what you're good at. · While looking at the example sentences, write what you said.				
3	2 (18-19)	Goal: Say what you like. Preparation Let's learn the expressions to ask and answer what you like. Small Talk 【Words and Phrases】 【Jingle】 · Get used to the expression of asking and answering what you like. 【Chant】 · Practice expressions such as asking and answering what you like. 【Activity】 · Think about what you like in various genres.				*1
4	2 (18-19)	Goal: Say what you like. Small Talk 【Listen and Do】 · Choose the pattern of the apron chosen by Sakura. 【Jingle】 · Review the genre name. 【Chant】 Review the expressions that ask and answer what you like. 【Activity】 · Tell each other what you like in various genres. · While looking at the example sentences, write what you said.				*1

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (20-21)	Goal: Include a variety of information and tell people about yourself. Preparation Think about how you would introduce yourself to a foreigner and communicate it in pairs. Small Talk 【Jingle】 【Chant】 p.16-19 Review words and expressions that describe where you're from, what you're good at, and what you like. 【Watch and Do】 Listen to the lines and follow the letters with your fingers. · Think about how to convey it. · Say the lines according to the video. 【Activity】 · Think about introducing yourself with the intention of telling to a				*1

		foreigner and say it in pairs. 【Friends around the World】 ・ Watch a video of foreign children introducing themselves.				
6	3 (20-21)	Goal: Include a variety of information and tell people about yourself. Small Talk 【Jingle】 【Chant】 p.16-19 ・ Review the words and expressions necessary to introduce yourself. 【Activity】 ・ Introduce yourself as if you were speaking to a foreigner. ・ While looking at the example sentences, write what you said.			*1	
7	*Let's Read and Write 1 (23)	Goal: Know the sound of letters. 【1】 【2】 ・ Listen to the reading of the alphabet aloud and say it. Lowercase Karuta ・ Check if the sounds of the alphabet are connected to the letters. 【3】 Listen to the audio and choose the one that was read. ・ Trace the letters and write them.			*1	

* By distributing Let's Read and Write in the 1st, 3rd, and 5th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of Listening

[K/S] Understand the words and expressions you have learned, Acquire listening skills. (Evaluation test)

Evaluation to keep a record of Reading

[K/S] Understand the relationship between letters and sounds for words and expressions that are familiar with, and acquire the skills to read and understand the meaning. Also they have an understanding of the pronunciation of B, C, D, F, G, H, and J, and have acquired the skill of connecting the letters and sounds of words by relying on the sounds. (Evaluation test)

[T/J/E] Reading the necessary information according to the purpose. (Evaluation test)

Evaluation to keep in the record of Writing

[K/S] Understand the sentence structure of the familiar sentences and have acquired the skills to write them. (Evaluation test)

[T/J/E] Write content in line with the purpose. (Evaluation test)

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, you will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.
Reading	(b) They can understand the meaning of simple words and basic expressions that you are familiar with.
Writing	(b) To be able to write about oneself and other familiar and simple things using familiar simple phrases and basic expressions referring to example sentences.

1. Unit Objectives

- In order to make foreigners want to come to Japan, they can introduce what you can do in Japan and convey the charm of Japan.
- Understand the reading of the alphabet (K, L, M, N, O, P, Q, R) and recognize them by listening to the sounds.

Relationship with other subjects Society (Japanese culture and prefectures)

2. Target Language

phrase	Japan's specialties	castle, dome, shrine, lake, temple, Mt., bridge, hot springs, festival
	Appearance and description of things	beautiful, exciting, relaxing, fun, delicious
	behavior	enjoy, see, eat, visit, drink
expression	In (spring), you can enjoy (cherry blossoms). They are (beautiful). (Tokyo) is a good place. You can (see Tokyo Tower). Don't miss it.	

3. Example of Evaluation Criteria for Units

- Criteria with ◎ and ○ are in the Unit Plan. ◎ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- Assessing "Reading" should not be limited to a unit but be continuously examined.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	○ <Knowledge> Understand the phrases and expressions that describe what can be done in a certain season or place in Japan. ○ <Skills> Listen to the introduction of Japan that uses the above and acquire the skill to understand specific information.	In order to learn about the various attractions of Japan and introduce it to foreigners, they can listen to introductions in various parts of Japan to get an overview and listen to the necessary information.	In order to learn about the various attractions of Japan and introduce it to foreigners, they try to listen to introductions in various parts of Japan to get an overview and listen to the necessary information.
Evaluation Criterion A	They can understand more than 80% of the words and expressions that describe what can be	In line with the purpose, they can understand the necessary	In line with the purpose, they try to understand the necessary

	done in a certain season or place in Japan.	information while grasping the outline and organizing the content.	information while grasping the outline and organizing the content.
Evaluation Criterion B	They can understand more than 60% of the words and expressions that describe what can be done in a certain season or place in Japan.	In line with the purpose, they can understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	◎ < knowledge > Understand expressions that convey what can be done in Japan. ◎ < skill > Using the above expressions, students have acquired the skills to convey the information they have.	◎ In order to attract foreigners, they can use simple phrases and basic expressions to convey the places of Japan and what can be done there.	◎ In order to attract foreigners, they try to use simple phrases and basic expressions to convey the places of Japan and what can be done there.
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	Organize information according to the purpose and talk in an easy-to-understand way.	Try to organize information according to the purpose and talk in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk in line with the purpose.	Try to talk in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Reading	(1) < Knowledge > They understand the relationship between words and sounds of the familiar words and phrases that introduce Japan. < Skill > Acquire the skills to read the above words and expressions and understand their meaning. (2) < knowledge > Understand the pronunciation of k, l, m, n, p, q, and r. < Skill > Relying on the initial letters, you can connect the letters and sounds of a word.		
Evaluation Criteria A	(1) Able to understand the meaning of words and expressions without assistance such as audio or illustrations. (2) Able to connect the letters and sounds of words without the assistance of illustrations.		
Evaluation Criteria B	(1) With the assistance of audio and illustrations, students can generally understand the meaning of words and expressions. (2) With the assistance of illustrations, students can connect the letters and sounds of words.		

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Writing	<ul style="list-style-type: none"> ○ <Knowledge> Understand the sentence structure of the familiar sentences introducing Japan. ○ <Skills> Students have acquired the skills to write the above expressions according to the rules for writing sentences, while being aware of word order. 	<u>In order to attract foreigners</u> , they can express their opinions on the charms of Japan by writing simple words and basic expressions while looking at samples.	<u>In order to attract foreigners</u> , they try to express their opinions on the charms of Japan by writing simple words and basic expressions while looking at samples.
Evaluation Criterion A	You can follow the rules for writing sentences and write sentences in the correct word order.	Able to write the content in an easy-to-understand way.	Try to write the content in an easy-to-understand way.
Evaluation Criterion B	There is a slight error in the rules for writing sentences, but they are able to write them in the correct word order so that the meaning of the sentences can be understood.	Able to write the content in line with the purpose.	Try to write the content in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (24-29)	<p>Goal Let's say what you can enjoy in Japan each season. Preparation</p> <p>Learn the names of places of interest and phrases that describe the seasons.</p> <p>【Introduction】</p> <ul style="list-style-type: none"> Exposure to the words and expressions learned in this unit. <p>【Watch the Scene】</p> <ul style="list-style-type: none"> Make them aware of what they will be able to do in this unit. <p>【Jingle】</p> <ul style="list-style-type: none"> Familiarize yourself with words and phrases that represent Japan's specialties. <p>【Words and Phrases】 【Jingle】</p> <ul style="list-style-type: none"> Familiarize yourself with words and expressions that introduce what you can enjoy in Japan and its characteristics in each season. <p>【Chant】</p> <ul style="list-style-type: none"> Practice expressions that introduce things that can be enjoyed in Japan each season. <p>【Activity】</p> <ul style="list-style-type: none"> Think about what foreigners can enjoy in Japan each season. 				
2	1 (28-29)	<p>Goal Let's say what you can enjoy in Japan each season.</p> <p>Small Talk 【Jingle】</p> <ul style="list-style-type: none"> Introduce adjectives to describe the state of things. <p>【Listen and Do】</p> <ul style="list-style-type: none"> Listen to the characteristics of what you can enjoy in Japan. <p>【Chant】</p> <ul style="list-style-type: none"> Review expressions that introduce what you can enjoy in Japan each season. <p>【Activity】</p> <ul style="list-style-type: none"> Discuss what foreigners can enjoy every season in groups. While looking at the example sentences, write what you said. 				
3	2 (30-31)	<p>Goal Say what you can do in the recommended area. Preparation</p> <p>Small Talk</p> <p>【Listen and Do①】</p> <ul style="list-style-type: none"> Listen to the introductions to prefectures and understand what you can do there. <p>【Jingle】 【Chant】</p> <ul style="list-style-type: none"> Practice words and expressions that introduce what you can do in the area you want to recommend. <p>【Activity】</p>				

		<ul style="list-style-type: none"> Think about the recommended areas you want to introduce to foreigners and what you can do there. 				
4	2 (30-31)	<p>Goal Say what you can do in the recommended area.</p> <p>Small Talk</p> <p>【Listen and Do②】</p> <ul style="list-style-type: none"> Listen to local introductions and get information. <p>【Jingle】 【Chant】</p> <ul style="list-style-type: none"> Review words and expressions that introduce what you can do in the area you want to recommend. 				*1

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
		<p>【Activity】</p> <ul style="list-style-type: none"> Introduce what you can do in the recommended area. While looking at the example sentences, write what you said. 				
5	3 (32-33)	<p>Goal Let's introduce the charms of Japan to foreigners. Preparation</p> <p>Let's introduce the charms of Japan in pairs.</p> <p>Small Talk</p> <p>【Jingle】 【Chant】 p.28-31</p> <ul style="list-style-type: none"> Review the words and expressions necessary to introduce what you can do in Japan. <p>【Watch and Do】</p> <p>Listen to the lines and follow the letters with your fingers.</p> <ul style="list-style-type: none"> Think about how to convey it. <ul style="list-style-type: none"> Say the lines according to the video. <p>【Activity】</p> <ul style="list-style-type: none"> Think about the introduction of the charms of Japan that make foreigners want to visit, and tell them in pairs. <p>【Friends around the World】</p> <ul style="list-style-type: none"> Watch a video of a foreign child introducing the area where he or she lives. 				*1
6	3 (32-33)	<p>Goal Let's introduce the charms of Japan to foreigners.</p> <p>Small Talk</p> <p>【Jingle】 【Chant】 p.28-31</p> <ul style="list-style-type: none"> Review the words and expressions necessary to introduce what you can do in Japan. <p>【Activity】</p> <ul style="list-style-type: none"> Introduce the charms of Japan that make foreigners want to visit. While looking at the example sentences, write what you said. 	SP	SP	SP	
7	*Let's	Goal Learn the sound of letters.				

Evaluation to keep in the record of speaking [presentation]

[K/S] Understand the words and expressions you have learned, and acquire the skills to use them. (Observation)

[T/J/E] Communicate in line with the purpose. (Observation)

[Attitude] I'm trying to convey it in line with the purpose. (Observation)

	Read and Write 2 (35)	【1】 【2】 ・ Listen to the reading of the alphabet aloud and say it. Lowercase Karuta - Check if the sounds of the alphabet are connected to the letters. 【3】 Listen to the audio and choose the one that was read. - Trace the letters. Write.		<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin-bottom: 5px;">*1</div>
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* By distributing Let's Read and Write in the 1st, 3rd, and 5th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of Listening
 [K/S] Understand the words and expressions you have learned and acquire listening skills. (Evaluation test)
 [T/J/E] Listen to the necessary information according to the purpose. (Evaluation test)

Evaluation to keep a record of Reading
 [K/S] Acquire the skills to understand the relationship between letters and sounds for words and expressions that are familiar, and to read and understand the meaning. Also able to understand the pronunciation of k, l, m, n, p, q, and r, and acquire the skill of connecting the letters and sounds of words by relying on the sounds. (Evaluation test)
 [T/J/E] Reading the necessary information according to the purpose. (Evaluation test)

Evaluation to keep in the record of Writing
 [K/S] Understand the sentence structure of the familiar sentences and acquire the skills to write them. (Evaluation test)
 [T/J/E] Write the content in line with the purpose. (Evaluation test)

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, you will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.
Reading	(b) They can understand the meaning of simple words and basic expressions that you are familiar with.
Writing	(b) To be able to write about oneself and other familiar and simple things using simple phrases and basic expressions that are sufficiently familiar, referring to example sentences.

1. Unit Objectives

- They can exchange opinions and make suggestions about the merits and ideals of the region in order to further improve the area in which they live.
- Understand the pronunciation of the alphabet (S, T, V, W, X, Y, Z) and know which letter it is by listening to the sounds.

Relationship with other subjects: time for integrated study

2. Target Language

phrase	Facilities of Apartamento Esperanza	park, gym, swimming pool, stadium, science museum, aquarium, zoo, library, shopping mall, movie theater, amusement park, sidewalk, skate park, bench, campsite, street light, free Wi-Fi, ramp, elevator
expression	We have (a library). We can (read many books). What do we need in our town? — We need (elevators). We can (move easily).	

3. Example of Evaluation Criteria for Units

- Criteria with ◎ and ○ are in the Unit Plan. ◎ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- Assessing “Reading” should not be limited to a unit but be continuously examined.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	○ <Knowledge> Understand the name of the facility and the phrases and expressions that describe things that are in the community, what you can do, and what you think is necessary. ○ <Skills> Listen to stories about towns using the above and acquire the skills to understand specific information.	<u>In order to learn about the merits and ideals of the area in which the other person lives, they can listen to a cohesive story that includes the other person's thoughts, grasp the overview, and understand the necessary information.</u>	<u>In order to learn about the merits and ideals of the area in which the other person lives, they try to listen to a cohesive story that includes the other person's thoughts, grasp the overview, and understand the necessary information.</u>
Evaluation Criterion A	By listening to the name of the facility and the phrases and expressions that describe what is in the community, what can be done, and what is necessary, they can understand more than 80% of it.	In line with the purpose, they can understand the necessary information while grasping the outline and organizing the contents.	In line with the purpose, they try to understand the necessary information while grasping the outline and organizing the contents.
Evaluation Criterion B	By listening to the name of the facility and the phrases and expressions that describe what is in the community, what can be done, and what is necessary, they can understand more than 60% of it.	In line with the purpose, they can understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
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Speaking [Interaction]	◎ < knowledge > Understand how to ask and answer what you think is necessary in the community. ◎ < skill > Using the above expressions, students have acquired the skills to ask questions to others and respond with their own opinions.	◎ <u>In order to share their opinions about the area they live in with their friends, they can ask and answer questions about what they think is necessary in the area, using simple phrases and basic expressions.</u>	◎ <u>In order to share their opinions about the area they live in with their friends, they try to ask and answer questions about what they think is necessary in the area, using simple phrases and basic expressions.</u>
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	In line with the purpose, they can ask and answer questions in an easy-to-understand way and continue the conversation by improvising.	In line with the purpose, they try to ask and answer questions in an easy-to-understand way and continue the conversation by improvising.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Able to ask and answer the questions in line with the purpose.	Try to ask and answer the questions in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	○ <Knowledge> Understand what is in the community, what you can do, what you think is necessary, and how to express why. ○ <Skills> They have acquired the skills to convey their thoughts using the above expressions.	○ <u>In order to get them to agree with the proposal to further improve the area where they live, they can convey their thoughts about the goodness and ideals of the region to others using simple phrases and basic expressions.</u>	○ <u>In order to get them to agree with the proposal to further improve the area where they live, they try to convey their thoughts about the goodness and ideals of the region to others using simple phrases and basic expressions.</u>
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	Organize information according to the purpose and talk in an easy-to-understand way.	Try to organize information according to the purpose and talk in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Talking about the content that is in line with the purpose.	Try to talk about the content that is in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Reading	(1) < knowledge > They have an understanding of the relationship between letters and sounds of the expressions that describe what is in the area, what can be done there, what they think is necessary, and why. < Skill > Acquire the skills to read the above words and expressions and understand their meaning. (2) < knowledge > Understand the reading of s, t, v, w, x, y, and z. < Skill > Relying on the initial letters, they can connect the letters and sounds of a word.	<u>In order to know what others think about the area in which they live, they can read sentences written in simple phrases and basic expressions about what they think there are in the area and what they think are necessary, and they know what they mean.</u>	<u>In order to know what others think about the area in which they live, they try to read sentences written in simple phrases and basic expressions about what they think there are in the area and what they think are necessary, and they know what they mean.</u>
Evaluation Criterion A	(1) Able to understand the meaning of words and expressions without assistance such as audio or illustrations. (2) Able to connect the letters and sounds of words without the assistance of illustrations.	Able to read the necessary information according to the purpose.	Try to read the necessary information according to the purpose.
Evaluation Criterion B	(1) With the assistance of audio and illustrations, students can generally understand the meaning of words and expressions. (2) With the assistance of illustrations, students can connect the letters and sounds of words.	In accordance with the purpose, they can understand the necessary information with assistance such as illustrations.	In accordance with the purpose, they try to understand the necessary information with assistance such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
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Writing	<ul style="list-style-type: none"> ○ <Knowledge> Understand the sentence structure of the familiar sentences that describe what is in the area, what can be done there, what they think is necessary, and why. ○ <Skills> Students have acquired the skills to write the above expressions according to the rules for writing sentences, while being aware of word order. 	<u>In order to share their opinions about the area they live in with others</u> , they can express their opinions by writing simple phrases and basic expressions while looking at samples about the goodness and ideals of the region.	<u>In order to share their opinions about the area they live in with others</u> , they try to express their opinions by writing simple phrases and basic expressions while looking at samples about the goodness and ideals of the region.
Evaluation Criterion A	You can follow the rules for writing sentences and write sentences in the correct word order.	Able to write the contents that are in line with the purpose and in an easy-to-understand way.	Try to write the contents that are in line with the purpose and in an easy-to-understand way.
Evaluation Criterion B	There is a slight error in the rules for writing sentences, but they are able to write them in the correct word order so that the meaning of the sentences can be understood.	Write the content that is in line with the purpose.	Try to write the content that is in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict				
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)	
1	~1 (36-39)	<p>Goal: Talk about what you have in your area. Preparation Let's learn the expressions that describe what is in the area where you live.</p> <p>[Introduction] <ul style="list-style-type: none"> Exposure to the words and expressions learned in this unit. [Watch the Scene] <ul style="list-style-type: none"> Make them aware of what they will be able to do in this unit. [Words and Phrases] [Jingle] <ul style="list-style-type: none"> Familiarize yourself with words and phrases that describe facilities. [Chant] <ul style="list-style-type: none"> Practice expressions that describe things in the community and what can be done there. [Activity] ① <ul style="list-style-type: none"> Think about what is in your area and what you can do there. </p>					
2	1 (38-39)	<p>Goal: Talk about what you have in your area.</p> <p>Small Talk [Jingle] Review words and phrases that describe facilities.</p> <p>[Listen and Do] <ul style="list-style-type: none"> Listen for what is in the area and what can be done there. [Chant] <ul style="list-style-type: none"> Review expressions that describe what is in the area and what can be done there. [Activity] Discuss what you can do in your area and what you can do there. <ul style="list-style-type: none"> While looking at the example sentences, write what you said. </p>					
3	2 (40-41)	<p>Goal: Talk about what you think is needed in your area. Preparation Let's learn how to say the facilities and equipment that are needed in the area where you live.</p> <p>Small Talk [Listen and Do①] <ul style="list-style-type: none"> Listen for what is needed in the community. [Jingle] <ul style="list-style-type: none"> Familiarize yourself with words and phrases that describe facilities and equipment. [Chant] <ul style="list-style-type: none"> Practice expressions such as asking and answering what the community needs. [Activity] ① <ul style="list-style-type: none"> Think about what the region needs and why. </p>					
4	2 (40-41)	<p>Goal: Talk about what you think is needed in your area.</p> <p>Small Talk</p>					

		<p>[Listen and Do②] <ul style="list-style-type: none"> Listen for what is needed in the community. [Jingle] <ul style="list-style-type: none"> Review words and phrases that describe facilities and equipment. [Chant] <ul style="list-style-type: none"> Review expressions that ask and answer what is needed in the community. [Activity] <ul style="list-style-type: none"> Ask each other what they think is necessary in the community and why. While looking at the example sentences, write what you said. </p>	SI	SI	SI		
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Evaluation to keep in the record of speaking [interaction]
[K/S] Understand the words and expressions you have learned, and acquire the skills to use them. (Observation)
[T/J/E] They can ask and answer questions in line with the purpose. (Observation)
[Attitude] Trying to ask and answer questions in line with the purpose. (Observation)

time	Step (page)	Goals & Activities	Verdict				
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)	
5	3 (42-43)	<p>Goal: Share your ideas for the improvement of your community. Preparation Come up with ideas to improve your area and share them with each other in pairs.</p> <p>Small Talk [Jingle] [Chant] p.38-41 Review the words and expressions needed to talk about the attractions of your area and ideas for making it even better.</p> <p>[Watch and Do] Listen to the lines and follow the letters with your fingers. <ul style="list-style-type: none"> Think about how to convey it. <ul style="list-style-type: none"> Say the lines according to the video. [Activity] <ul style="list-style-type: none"> Think about the attractions of the area you live in and ideas for making it even better, and communicate with each other. [Friends around the World] <ul style="list-style-type: none"> Watch videos of children from other countries talking about what is needed in the community. </p>					
6	3 (42-43)	<p>Goal: Share your ideas for the improvement of your community.</p> <p>Small Talk [Jingle] [Chant] p.38-41 Review the words and expressions needed to talk about the attractions of your area and ideas for making it even better.</p> <p>[Activity] <ul style="list-style-type: none"> Present the attractions of your area and ideas for making it even better. While looking at the example sentences, write what you said. </p>					
7	*Let's	Goal: Learn the sound of letters.					

	Read and Write 3 (45)	【1】 【2】 ・ Listen to the reading of the alphabet aloud and say it. Lowercase Karuta - Check if the sounds of the alphabet are connected to the letters. 【3】 Listen to the audio and choose the one that was read. - Trace the letters. Write.			<div style="border: 1px solid black; border-radius: 10px; padding: 10px; width: fit-content;"> *1 </div>
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* By distributing Let's Read and Write in the 1st, 3rd, and 5th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of Listening

[K/S] Understand the words and expressions you have learned, Acquire listening skills. (Evaluation test)

[T/J/E] Listen to the necessary information according to the purpose. (Evaluation test)

Evaluation to keep a record of Reading

[K/S] Acquire the skills to understand the relationship between letters and sounds for the familiar words and expressions, and to read and understand the meaning. Also students have an understanding of the pronunciation of S, T, V, W, X, Y, and Z, and have acquired the skills to connect the letters and sounds of words by relying on the sounds. (Evaluation test)

[T/J/E] Reading the necessary information according to the purpose. (Evaluation test)

Evaluation to keep in the record of Writing

[K/S] Understand the sentence structure of the familiar sentences and acquire the skills to write them. (Evaluation test)

[T/J/E] Write content that is in line with the purpose. (Evaluation test)

Domain-specific goals in the course of study

Listening	(b) If spoken slowly and clearly, you will be able to understand specific information about familiar and simple matters related to daily life.
Speaking (Presentation)	(b) After organizing the content of what you want to convey, you will be able to talk about yourself using simple phrases and basic expressions.

1. Unit Objectives

Students will be able to listen to and speak the phrases and expressions learned in Unit 1~3 according to the purpose.

2. Target Language

Unit 1

phrase	What we are good at	swimming, surfing, dancing, cooking, skiing, skating, running, singing, drawing, speaking English, playing soccer, playing the piano
	What we liked	sport (soccer, baseball, volleyball etc.), subject (English, home economics, science, etc.), animal (dolphin, cat, bear, rabbit, etc.), color (red, blue etc.), food (spaghetti, curry and rice etc.)
	date	January~December, 1st~31st
expression		I'm from (Paris, France). I'm good at (drawing). What's your favorite (sport)? – My favorite (sport) is (baseball).

Unit 2

phrase	Japan's specialties	castle, dome, shrine, lake, temple, Mt., bridge, hot springs, festival
	Appearance and description of things	beautiful, exciting, relaxing, fun, delicious
	behavior	enjoy, see, eat, visit, drink
expression		In (spring), you can enjoy (cherry blossoms). They are (beautiful). (Tokyo) is a good place. You can (see Tokyo Tower). Don't miss it.

Unit 3

phrase	Facilities	park, gym, swimming pool, stadium, science museum, aquarium, zoo, library, shopping mall, movie theater, amusement park, sidewalk, skate park, bench, campsite, street light, free Wi-Fi, ramp, elevator
expression		We have (a library). We can (read many books). What do we need in our town? – We need (elevators). We can (move easily).

3. Example of Evaluation Criteria for Units

- ◎ is for the summative evaluation to be kept on record.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	◎ < knowledge > Understand the words and expressions you've learned. ◎ < skill > Acquire the skills to listen to specific information by listening to phrases and expressions that you have learned so far.	◎ Listening to the necessary information in order to speak according to what Carlos said.	◎ Try to get the information needed to speak in response to what Carlos said.
Evaluation Criterion A	You can listen to the words and expressions you have learned so far and understand them correctly.	While organizing the content according to the purpose, they can understand the necessary information.	While organizing the content according to the purpose, they try to understand the necessary information.
Evaluation Criterion B	Listening to the words and expressions that you have learned so far, you can generally understand them correctly.	Understand the necessary information according to the purpose.	Try to understand the necessary information according to the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	◎ < knowledge > You understand the expressions you've learned. ◎ < skill > They have acquired the skills to speak about themselves using the expressions they have learned so far.	◎ In order to convey the content of what Carlos is talking about in <u>an easy-to-understand manner to Carlos (foreigners), he speaks</u> using simple phrases and basic expressions.	◎ I am trying to speak using simple phrases and basic expressions in order to convey the content of Carlos's talk to <u>Carlos (foreigners) in an easy-to-understand manner</u> .
Evaluation Criterion A	You are able to communicate using accurate sentences and words.	Organize information according to the purpose and talk in a way that conveys it to the other person.	I try to organize the information according to the purpose and talk in a way that is conveyed to the other person.
Evaluation Criterion B	There are a few errors, but I can tell the story.	Talking about the content that is in line with the purpose.	I'm trying to talk about what I'm trying to do.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	(46)	Goal: Talk to foreigners about your school and life. Preparation Small Talk • Use the expressions you learned in Unit 1~3. 【Jingle】 【Chant】 (Unit 1-3) • Review the words and expressions learned in Unit 1~3. 【Try】 1	L	L	L	

		<p>Listen to Carlos and take notes of what you learn.</p> <p>【Try】 2</p> <p>In response to Carlos's story, think about what you should introduce about your country.</p>	<p>Evaluation to keep in record of Listening</p> <p>[K/S] Understand the words and expressions you have learned, Acquire listening skills. <Note Analysis></p> <p>[T/J/E] Understand the necessary information according to the purpose. <Note Analysis></p> <p>[Attitude] Try to get the information they need according to the purpose. <Note Analysis></p>			
2	(46-47)	<p>Goal: Talk to foreigners about yourself and your country.</p> <p>Small Talk</p> <p>• Introduction to the Challenge.</p> <p>【Try】 2</p> <p>Think of a better way to communicate and speak again.</p> <p>【Challenge】</p> <p>Answer questions.</p>	SP	SP	SP	<p>Evaluation to keep in the record of Speaking [presentation]</p> <p>[K/S] Understand the words and expressions you have learned, and acquire the skills to use them. <Observation></p> <p>[T/J/E] Communicate in line with the purpose. <Observation> <Note Analysis></p> <p>[Attitude] Try to convey it in line with the purpose. <Observation> <Note Analysis></p>

Unit 4

I went to the zoo.

What did you experience?

p.50-59

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, you will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Interaction)	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking questions and answering questions on the spot using simple words and basic expressions.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.
Reading	(b) They can understand the meaning of simple words and basic expressions that you are familiar with.
Writing	(b) To be able to write about oneself and other familiar and simple things using simple phrases and basic expressions that are sufficiently familiar, referring to example sentences.

1. Unit Objectives

- You can tell your friends what you've done recently or write it referring to a sample in order to share your experience or to record in.
- Understand the pronunciation of the alphabet (ch, sh, th, wh) and recognize the letter by listening to the sounds.

2. Target Language

phrase	impressions	great, good, fun, exciting
	Where we've been	beach, park, river, mountains, lake, grandparents' house, stadium, etc.
	What we saw	Rainbow, Beetle, Fireworks, Movie, Soccer Game, etc.
	What we ate	watermelon, grilled fish, curry and rice, etc.
	What we enjoyed	swimming, fishing, hiking, camping,
	What we bought	soccer uniform
	What did we do?	badminton, piano
	What we made	curry and rice, model ship
	What you read	book
Past verb	went to, saw, ate, enjoyed, watched, bought, played, made, read	
expression	How was your summer vacation? – It was (great). I (went to the beach). What did you do yesterday? – I (played tennis) (yesterday). It was (exciting).	

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- Assessing “Reading” should not be limited to a unit but be continuously examined.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	○ <Knowledge> Understand what you've done recently and how you feel about it.	<u>In order to know what recent events others want to convey</u> , they can listen to a series of stories that	<u>In order to know what recent events others want to convey</u> , they try to listen to a series of stories

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
	○ <Skills> Listen to the speaker's experience using the above and acquire the skill to understand specific information.	include what one did and their impressions about it, get an overview, and understand the necessary information.	that include what one did and their impressions about it, get an overview, and understand the necessary information.
Evaluation Criterion A	Able to understand more than 80% of the words and expressions that describe the recent events and the impression of it.	In line with the purpose, they can understand the necessary information while grasping the outline and organizing the contents.	In line with the purpose, they try to understand the necessary information while grasping the outline and organizing the contents.
Evaluation Criterion B	Able to understand more than 60% of the words and expressions that describe the recent events and the impression of it.	In line with the purpose, they can understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.
	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Interaction]	⊙ < knowledge > Understand expressions that ask and respond to things you've done recently. ⊙ < skill > Using the above expressions, you have acquired the skills to ask questions to others and answer about yourself.	⊙ <u>In order to get to know your friends</u> , they can ask and answer questions about recent events using simple phrases and basic expressions.	⊙ <u>In order to get to know your friends</u> , they try to ask and answer questions about recent events using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	They can ask and answer questions in a way that conveys their goals to the other person, and continue to improvise conversations.	They try to ask and answer questions in a way that conveys their goals to the other person, and continue to improvise conversations.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Able to ask and answer questions in line with the purpose.	Try to ask and answer questions in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	○ <Knowledge> They understand what they've done recently and how they express their feelings. ○ <Skills> Using the above expressions, they have acquired the skills to talk about themselves.	○ <u>In order to convey the memories of the summer vacation to friends</u> , they can tell them about themselves using simple words and basic expressions about what they did and what they thought.	○ <u>In order to convey the memories of the summer vacation to friends</u> , they try to tell them about themselves using simple words and basic expressions about what they did and what they thought.
Evaluation Criterion A	You are able to communicate using accurate sentences and words.	Organize information according to the purpose and talk in an easy-to-understand way.	Try to organize information according to the purpose and talk in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk about the content that is in line with the purpose.	Try to talk about the content that is in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Reading	(1) < knowledge > They understand the relationship between letters and sounds of the expressions that express what they have done recently and what they have been doing. < Skill > Acquire the skills to read the above words and expressions and understand their meaning. (2) < knowledge > Understand the reading of ch, sh, th, and wh. < Skill > Relying on the first two letters, they can connect the letters and sounds of a word.	<u>In order to know what others want to say about recent events</u> , they can read sentences written in simple phrases and basic expressions about what they did and what they thought about it, and understand the meaning.	<u>In order to know what others want to say about recent events</u> , they try to read sentences written in simple phrases and basic expressions about what they did and what they thought about it, and understand the meaning.

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, you will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.
Reading	(b) They can understand the meaning of simple words and basic expressions that you are familiar with.
Writing	(b) To be able to write about oneself and other familiar and simple things using simple phrases and basic expressions that are sufficiently familiar, referring to example sentences.

1. Unit Objectives

- You can tell them about the characteristics of the person you admire and things he/she did in order for the other person to know about the person, their charm and achievements.
- Understand the sounds of the alphabet (A, E, I, O, U) and recognize them by listening to the sounds.

Relationship with Other Subjects: Career Education

2. Target Language

phrase	feature	smart, kind, creative, famous, funny, gentle, popular, cool, etc.
	What did we do?	created popular movie, wrote the Harry Potter books, saved many people, won the Nobel Prize
	occupation	doctor, comic writer, teacher, musician, soccer player, fashion designer, etc.
expression	This is (my mother). (She's) (a doctor). (She's) (smart). (She) (saved many people).	

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- Assessing "Reading" should not be limited to a unit but be continuously examined.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	○ <Knowledge> Understand the words and expressions that describe the characteristics of a person and what they have done. ○ <Skills> Listen to the introduction of the speaker's favorite person using the above and acquire the skill to understand specific information.	<u>In order to get to know the other person well</u> , they can listen to a cohesive story about the person they admire to get an overview and understand the necessary information.	<u>In order to get to know the other person well</u> , they try to listen to a cohesive story about the person they admire to get an overview and understand the necessary information.
Evaluation Criterion A	By listening to the words and expressions that describe the characteristics and actions of the person, they can understand more than 80% of them.	In line with the purpose, they can understand the necessary information while grasping the outline and organizing the contents.	In line with the purpose, they try to understand the necessary information while grasping the outline and organizing the contents.
Evaluation Criterion B	They can understand more than 60% of the words and expressions that describe the characteristics and actions of the person.	In line with the purpose, they can understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	○ <Knowledge> Understand the words and expressions that describe the characteristics of a person and what they have done. ○ <Skills> Using the above expressions, they have acquired the skills to convey about the person they admire.	○ <u>In order to let your friends know about the person you admire</u> , you can tell them about the characteristics of that person and what they did using simple phrases and basic expressions.	○ <u>In order to let your friends know about the person you admire</u> , you try to tell them about the characteristics of that person and what they did using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	Able to organize information according to the purpose and talk in an easy-to-understand way.	Try to organize information according to the purpose and talk in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk about the content that is in line with the purpose.	Try to talk about the content that is in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Reading	(1) < knowledge > Understand the relationship between letters and sounds in words and expressions that they are familiar and describe the characteristics and actions of a person. < Skill > Acquire the skills to read the above words and expressions and understand their meaning. (2) < knowledge > Understand the pronunciation of a, e, i, o, and u. < Skill > You can connect the letters and sounds of a word relying on the letters at the beginning or in the middle.	<u>In order to get to know others better</u> , they can read sentences written in simple phrases and basic expressions about the person they admire and understand their meaning.	<u>In order to get to know others better</u> , they try to read sentences written in simple phrases and basic expressions about the person they admire and understand their meaning.
Evaluation Criteria A	(1) Able to understand the meaning of words and expressions without assistance such as audio or illustrations. (2) Able to connect the letters and sounds of words without the assistance of illustrations.	Able to read the necessary information according to the purpose.	Try to read the necessary information according to the purpose.
Evaluation Criteria B	(1) With the assistance of audio and illustrations, students can generally understand the meaning of words and expressions. (2) With the assistance of illustrations, students can connect the letters and sounds of words.	In accordance with the purpose, they can understand the necessary information with assistance such as illustrations.	In accordance with the purpose, they try to understand the necessary information with assistance such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Writing	○ <Knowledge> Understand the sentence structure of words and expressions that describe the characteristics and actions of a person that they are familiar with. ○ <Skills> Students have acquired the skills to write the above expressions according to the rules for writing sentences, while being aware of word order.	<u>In order to let others understand themselves</u> , they can write down simple words and basic expressions while looking at samples about the characteristics and things of the person they admire.	<u>In order to let others understand themselves</u> , they try to write down simple words and basic expressions while looking at samples about the characteristics and things of the person they admire.
Evaluation Criterion A	You can follow the rules for writing sentences and write sentences in the correct word order.	The content is written in an easy-to-understand way.	Try to write the content in an easy-to-understand way.
Evaluation Criterion B	There is a slight error, but they are able to write them in the correct word order so that the meaning of the sentences can be understood.	Write the content that is in line with the purpose.	Try to write the content that is in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (60-63)	<p>Goal: Say the characteristics of someone close to you or someone you like. Preparation</p> <p>Get to know the words and phrases that describe the characteristics of people close to you or people you like.</p> <p>【Introduction】</p> <ul style="list-style-type: none"> Exposure to the words and expressions learned in this unit. <p>【Watch the Scene】</p> <ul style="list-style-type: none"> Make them aware of what they will be able to do in this unit. <p>【Words and Phrases】 【Jingle】</p> <ul style="list-style-type: none"> Familiarize yourself with words and phrases that describe characteristics. <p>【Chant】</p> <ul style="list-style-type: none"> Practice expressions that introduce people's occupations and characteristics. <p>【Activity】 ①</p> <ul style="list-style-type: none"> Think about the occupation and characteristics of the person you want to introduce. 				
2	1 (62-63)	<p>Goal: Say the characteristics of someone close to you or someone you like.</p> <p>Small Talk</p> <p>【Jingle】</p> <ul style="list-style-type: none"> Review words and phrases that describe characteristics. <p>【Listen and Do】</p> <ul style="list-style-type: none"> Listen to the characteristics of the person. <p>【Chant】</p> <ul style="list-style-type: none"> Review expressions that introduce people, their occupations, characteristics, etc. <p>【Activity】</p> <ul style="list-style-type: none"> Introduce each other to your favorite people and their characteristics. While looking at the example sentences, write what you said. 				
3	2 (64-65)	<p>Goal: Say what they did about the people you like. Preparation</p> <p>Let's learn the expressions that say what your favorite person did.</p> <p>Small Talk</p> <p>【Listen and Do①】</p> <ul style="list-style-type: none"> Listen to what various people have done. <p>【Jingle】</p> <ul style="list-style-type: none"> Familiarize yourself with words and phrases that describe what you have done. <p>【Chant】</p> <ul style="list-style-type: none"> Practice expressions that are to talk about their profession and what they have done. 				

		<p>【Activity】</p> <p>Think about what your favorite person did.</p>				
4	2 (64-65)	<p>Goal: Say what they did about the person you like.</p> <p>Small Talk</p> <p>【Listen and Do②】</p> <ul style="list-style-type: none"> Listen to the outline of the person. <p>【Jingle】</p> <p>Review the words and phrases that describe what you have done.</p> <p>【Chant】</p> <ul style="list-style-type: none"> Review expressions that introduce a person's occupation and what they have done. <p>【Activity】</p> <p>Tell each other about your favorite person.</p> <ul style="list-style-type: none"> While looking at the example sentences, write what you said. 				

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (66-67)	<p>Goal: Tell people about the person you admire. Preparation</p> <p>Tell each other about the person you admire in pairs.</p> <p>Small Talk</p> <p>【Jingle】 【Chant】 p.62-65</p> <ul style="list-style-type: none"> Review the expressions necessary to introduce your favorite person. <p>【Watch and Do】</p> <p>Listen to the lines and follow the letters with your fingers.</p> <ul style="list-style-type: none"> Think about how to convey it. Say the lines according to the video. <p>【Activity】</p> <ul style="list-style-type: none"> Tell each other about the person you admire in pairs. <p>【Friends around the World】</p> <ul style="list-style-type: none"> Watch a video of a foreign child introducing a person they admire. 				
6	3 (66-67)	<p>Goal: Tell people about the person you admire.</p> <p>Small Talk</p> <p>【Jingle】 【Chant】 p.62-65</p> <ul style="list-style-type: none"> Review the expressions necessary to introduce your favorite person. <p>【Activity】</p> <ul style="list-style-type: none"> Present in the group about the person you admire. While looking at the example sentences, write what you said. 				
7	*Let's Read	<p>Goal: Learn the sound of letters.</p> <p>【1】 【2】</p>				

	<p>and Write 5 (69)</p>	<ul style="list-style-type: none"> • Listen to the reading of the alphabet and repeat. Lowercase Karuta • Check if the sounds of the alphabet are connected to the letters. <p>【3】 Listen to the audio and select the word that was read.</p> <ul style="list-style-type: none"> • Trace the letters. Write. <p>【4】</p> <ul style="list-style-type: none"> • Listen to the audio and repeat. <p>【5】 Listen to the audio and choose the one that was read.</p>				<div data-bbox="863 254 1448 449" style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: auto;"> <p>*1</p> </div>
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* By distributing Let's Read and Write in the 1st, 3rd, and 5th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of Listening

[K/S] Understand the words and expressions you have learned, Acquire the listening skills. (Evaluation test)

[T/J/E] Understand the necessary information according to the purpose. (Evaluation test)

Evaluation to keep a record of Reading

[K/S] Acquire the skills to understand the relationship between letters and sounds for words and expressions which they are familiar with and to read and understand the meaning. Also they have an understanding of the pronunciation of vowels, and have acquired the skills to connect the letters and sounds of words by relying on the sounds. (Evaluation test)

[T/J/E] Able to read the necessary information according to the purpose. (Evaluation test)

Evaluation to keep in the record of Writing

[K/S] Understand the sentence structure of sentences that they are familiar with and acquire the skills to write them. (Evaluation test)

[T/J/E] Write the content that is in line with the purpose. (Evaluation test)

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, you will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Interaction)	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to daily life using simple words and phrases and basic expressions.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.
Reading	(b) They can understand the meaning of simple words and basic expressions that you are familiar with.
Writing	(b) To be able to write about oneself and other familiar and simple things using simple phrases and basic expressions that are sufficiently familiar, referring to example sentences.

1. Unit Objectives

- You can share your memories of elementary school with your friends and tell them about your favorite school events and what you did there.

2. Target Language

phrase	School Events	entrance ceremony, field trip, swimming meet, sports festival, school camp, school trip, drama festival, school marathon, music festival, graduation ceremony
	What did we do?	saw many animals, ate lunch, ran fast, won first place, made curry and rice, enjoyed the campfire, saw Tokyo Skytree, bought souvenirs, made a costume, played Cinderella, enjoyed singing, played the recorder
	impressions	fun, great, exciting
expression	What's your favorite memory? – It's (the school trip). It was (fun). My favorite memory is (the school trip). (I bought souvenirs).	

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- Assessing "Reading" should not be limited to a unit but be continuously examined.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	○ <Knowledge> Understand the words and expressions that express your impressions about the memorable school events and describe what you did there. ○ <Skills> Listen to the memories of elementary school using the above and acquire the skill to understand specific information.	<u>In order to learn about the memories of elementary school that others want to convey</u> , they can listen to a series of stories about school events and impressions, get an overview, and understand the necessary information.	<u>In order to learn about the memories of elementary school that others want to convey</u> , they try to listen to a series of stories about school events and impressions, get an overview, and understand the necessary information.
Evaluation Criterion A	They can understand more than 80% of the words and expressions that describe memorable school events and their impressions.	In line with the purpose, they can understand the necessary information while grasping the outline and organizing the contents.	In line with the purpose, they try to understand the necessary information while grasping the outline and organizing the contents.
Evaluation Criterion B	They can understand more than 60% of the words and expressions that describe memorable school events and their impressions.	In line with the purpose, they can understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Interaction]	○ <Knowledge> Understand expressions that ask and answer memorable school events. ○ <Skills> Using the above expressions, you have acquired the skills to ask questions to others and answer about yourself.	○ <u>In order to share important memories of elementary school with friends</u> , they can ask and answer questions about memorable school events using simple phrases and basic expressions.	○ <u>In order to share important memories of elementary school with friends</u> , they try to ask and answer questions about memorable school events using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	They ask and answer questions in an easy-to-understand way and continue to improvise conversations.	They try to ask and answer questions in an easy-to-understand way and continue to improvise conversations.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Able to ask and answer questions in an easy-to-understand way.	Try to ask and answer questions in an easy-to-understand way.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	⊙ < knowledge > They understand the expressions to describe the memorable school events, what they did there, and their impressions. ⊙ < skill > Using the above expressions, they have acquired the skills to convey themselves.	⊙ <u>In order to let the listener know about the memories of elementary school</u> , they tell the other person about the memories of school events using simple phrases and basic expressions.	⊙ <u>In order to let the listener know about the memories of elementary school</u> , they try to tell the other person about the memories of school events using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	Able to organize information according to the purpose and talk in an easy-to-understand way	Try to organize information according to the purpose and talk in an easy-to-understand way
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk about the content that is in line with the purpose.	Try to talk about the content that is in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Reading	< knowledge > They understand the relationship between letters and sounds in the familiar words and expressions that describe the memorable school events, what they did there, and impressions. < Skill > Acquire the skills to read the above words and expressions and understand their meaning.	<u>In order to know the memories of elementary school that others want to convey</u> , they can read sentences written in simple words and basic expressions about school events, what they did there, and their impressions, and understand the meaning.	<u>In order to know the memories of elementary school that others want to convey</u> , they try to read sentences written in simple words and basic expressions about school events, what they did there, and their impressions, and understand the meaning.
Evaluation Criteria A	Able to understand the meaning of words and expressions without the assistance of audio or illustrations.	Able to understand the necessary information according to the purpose.	Try to understand the necessary information according to the purpose.
Evaluation Criteria B	With the assistance of audio and illustrations, students can generally understand the meaning of words and expressions.	In accordance with the purpose, they can understand the necessary information with assistance such as illustrations.	In accordance with the purpose, they try to understand the necessary information with assistance such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Writing	○ <Knowledge> They can understand the sentence structure of the familiar sentences about the memorable school event, what they did there. ○ <Skills> Students have acquired the skills to write the above expressions according to the rules for writing sentences while being aware of word order.	<u>In order to record their memories of elementary school in graduation essays, etc.</u> , students can express themselves by writing simple words and basic expressions while looking at samples of school events, what they did there, and their impressions.	<u>In order to record their memories of elementary school in graduation essays, etc.</u> , students try to express themselves by writing simple words and basic expressions while looking at samples of school events, what they did there, and their impressions.

Evaluation Criterion A	They can follow the rules for writing sentences and write sentences in the correct word order.	The content is written in an easy-to-understand way.	Try to write the contents in an easy-to-understand way.
Evaluation Criterion B	There is a slight error, but they were able to write them in the correct word order so that the meaning of the sentences can be understood.	Able to write the content that is in line with the purpose.	Try to write the content that is in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (70-73)	<p>Goal: Ask each other about memorable school events. Preparation</p> <p>Let's learn the expressions that convey memorable school events.</p> <p>【Introduction】</p> <ul style="list-style-type: none"> Exposure to the words and expressions learned in this unit. <p>【Watch the Scene】</p> <ul style="list-style-type: none"> Make them aware of what they will be able to do in this unit. <p>【Jingle】</p> <ul style="list-style-type: none"> Familiarize yourself with words and phrases that describe school events. <p>【Listen and Do①】</p> <ul style="list-style-type: none"> Listen to memorable school events and their impressions. <p>【Chant】</p> <ul style="list-style-type: none"> Practice expressions that ask each other about their memories of elementary school. <p>【Activity】 ①</p> <ul style="list-style-type: none"> Think about school events that you remember. 				*1
2	1 (72-73)	<p>Goal: Ask each other about memorable school events.</p> <p>Small Talk</p> <p>【Jingle】</p> <p>Review words and phrases that describe school events.</p> <p>【Listen and Do②】</p> <ul style="list-style-type: none"> Listen to an overview of a memorable school event. <p>【Chant】</p> <ul style="list-style-type: none"> Review expressions that ask each other about their memories of elementary school. <p>【Activity】</p> <ul style="list-style-type: none"> Ask each other about memorable school events and make a ranking table. While looking at the example sentences, write what you said. 				*1
3	2 (74-75)	<p>Goal: Let's say what you did at a memorable event. Preparation</p> <p>Let's learn the expression to say something that was done at a school event.</p> <p>Small Talk</p> <p>【Words and Phrases】 【Jingle】</p> <ul style="list-style-type: none"> Familiarize yourself with words and phrases that describe what you have 				

		<p>done.</p> <p>【Chant】</p> <ul style="list-style-type: none"> Practice expressions that convey memorable school events and what you did there. <p>【Activity】 ①</p> <ul style="list-style-type: none"> Think about memorable events and what you did there. 				
4	2 (74-75)	<p>Goal: Let's say what you did at a memorable event.</p> <p>Small Talk</p> <p>【Listen and Do】</p> <ul style="list-style-type: none"> Listen to memorable school events and what you did there. <p>【Jingle】 【Chant】</p> <p>Review the phrases and expressions that convey the memorable school events and what you did there.</p>				*1

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
		<p>【Activity】</p> <ul style="list-style-type: none"> Tell each other about memorable school events and what you did there. While looking at the example sentences, write what you said. 				
5	3 (76-77)	<p>Goal: Share your memories of elementary school. Preparation</p> <p>Share your memories of elementary school in pairs.</p> <p>Small Talk</p> <p>【Jingle】 【Chant】 p.70-75</p> <ul style="list-style-type: none"> Review the words and expressions necessary to convey memories of elementary school. <p>【Watch and Do】</p> <p>Listen to the lines and follow the letters with your fingers.</p> <ul style="list-style-type: none"> Think about how to convey it. <ul style="list-style-type: none"> Say the lines according to the video. <p>【Activity】</p> <ul style="list-style-type: none"> Share your memories of elementary school in pairs. <p>【Friends around the World】</p> <ul style="list-style-type: none"> Watch a video of a foreign child talking about his memories of elementary school. 				*1
6	3 (76-77)	<p>Goal: Share your memories of elementary school.</p> <p>Small Talk</p> <p>【Jingle】 【Chant】 p.70-75</p> <ul style="list-style-type: none"> Review the words and expressions necessary to convey memories of elementary school. <p>【Activity】</p> <ul style="list-style-type: none"> Present your memories of elementary school in the group. 	SP	SP	SP	<p>Evaluation to keep in the record of Speaking [presentation]</p> <p>【K/S】 Understand the words and expressions you have learned, and acquire the skills to use them. (Observation)</p> <p>【T/J/E】 Communicate in line with the purpose. (Observation)</p> <p>【Attitude】 Trying to convey it in line with the purpose. (Observation)</p>

		<ul style="list-style-type: none"> While looking at the example sentences, write what you said. 				
7	*Let's Read 1 (79)	Goal: Have fun with rhyming sentences. [1] <ul style="list-style-type: none"> Listen to the audio and repeat Read in rhythm and make them realize that they are rhyming. [2] <ul style="list-style-type: none"> Find the picture that the sentence represents. Describe what is in the picture. 				

* By distributing Let's Read and Write in the 1st, 3rd, and 5th hour, you can use the 7th hour to work on the activity with more time and conduct an evaluation test. When conducting an evaluation test, the evaluation of "listening", "reading", and "writing" can be done in that test.

Evaluation to keep in record of Listening
 [K/S] Understand the words and expressions you have learned, Acquire the listening skills. (Evaluation test)
 [T/J/E] Listen to the necessary information according to the purpose. (Evaluation test)

Evaluation to keep a record of Reading
 [K/S] Acquire the skills to understand the relationship between letters and sounds for words and expressions that students are familiar and to read and understand the meaning. (Evaluation test)
 [T/J/E] Able to read the necessary information according to the purpose. (Evaluation test)

Evaluation to keep in the record of writing
 [K/S] Understand the sentence structure of the familiar sentences and acquire the skills to write them. (Evaluation test)
 [T/J/E] Write the content that is in line with the purpose. (Evaluation test)

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, you will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Interaction)	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking questions and answering questions on the spot using simple words and basic expressions.

1. Unit Objectives

Students will be able to understand and speak the phrases and expressions learned in Unit 4~6 according to the objectives.

2. Target Language

Unit 4

phrase	impressions	great, good, fun, exciting
	Where we've been	beach, park, river, mountains, lake, grandparents' house, stadium, etc.
	What we saw	Rainbow, Beetle, Fireworks, Movie, Soccer Game, etc.
	What we ate	watermelon, grilled fish, curry and rice, etc.
	What we enjoyed	swimming, fishing, hiking, camping,
	What I bought	soccer uniform
	What did we do?	badminton, piano
	What we made	curry and rice, model ship
	What you read	book
Past behavior	went to, saw, ate, enjoyed, watched, bought, played, made, read	
expression	How was your summer vacation? – It was (great). I (went to the beach).	
	What did you do yesterday? – I (played tennis) (yesterday). It was (exciting).	

Unit 5

phrase	feature	smart, kind, creative, famous, funny, gentle, popular, cool, etc.
	What we did	created popular movie, wrote the Harry Potter books, saved many people, won the Nobel Prize
	occupation	doctor, comic writer, teacher, musician, soccer player, fashion designer, etc.
expression	This is (my mother). (She's) (a doctor). (She's) (smart). (She) (saved many people).	

Unit 6

phrase	School Events	entrance ceremony, field trip, swimming meet, sports festival, school camp, school trip, drama festival, school marathon, music festival, graduation ceremony
	What we did	saw many animals, ate lunch, ran fast, won first place, made curry and rice, enjoyed the campfire, saw Tokyo Skytree, bought souvenirs, made a costume, played Cinderella, enjoyed singing, played

		the recorder
	impressions	fun, great, exciting
expression	What's your favorite memory? – It's (the school trip). It was (fun).	
	My favorite memory is (the school trip). (I bought souvenirs).	

3. Example of Evaluation Criteria for Units

- ◎ is for the summative evaluation to be kept on record.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	◎ < knowledge > Understand the words and expressions you've learned. ◎ < skill > Acquire the skills to understand specific information by listening to phrases and expressions that you have learned so far.	◎ Able to understand the necessary information <u>in order to speak according to Mia's story.</u>	◎ Try to understand the necessary information <u>in order to speak according to Mia's story.</u>
Evaluation Criterion A	You can listen to the words and expressions you have learned so far and understand them correctly.	While organizing the content according to the purpose, they are able to understand the necessary information.	While organizing the content according to the purpose, they try to understand the necessary information.
Evaluation Criterion B	Listening to the words and expressions that you have learned so far, you can generally understand them correctly.	Able to understand the necessary information according to the purpose.	Try to understand the necessary information according to the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Interaction]	< knowledge > ◎ Understand the expressions you have learned so far. ◎ < skill > They have acquired the skills to speak about themselves using the expressions they have learned so far.	◎ Able to continue to have a conversation using simple phrases and basic expressions <u>to learn about each other's recent situation.</u>	◎ Try to continue to have a conversation using simple phrases and basic expressions <u>to learn about each other's recent situation.</u>
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	They can ask and answer questions according to the objectives, and continue the conversation in an improvised manner.	They try to ask and answer questions according to the objectives, and continue the conversation in an improvised manner.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to ask and answer questions in line with the purpose.	Try to ask and answer questions in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	(80)	Goal: Talk to foreigners about recent events. Preparation Small Talk ・ Use the expressions you learned in Unit 4~6. 【Jingle】 【Chant】 (Unit 4-6) Review the words and expressions learned in Unit 4~6.	L	L	L	

		<p>【Try】 Listen to Mia's story and take a summary to speak in response to her story.</p> <p>- Say what you think of Mia's story, talk about yourself, and continue the conversation.</p>					<p>Evaluation to keep in record of Listening</p> <p>[K/S] Understand the words and expressions you have learned, Acquire the listening skills. <Note Analysis></p> <p>[T/J/E] Understand the necessary information according to the purpose. <Note Analysis></p> <p>[Attitude] They are trying to get the information they need according to their objectives. <Note Analysis></p>
2	(80-81)	<p>Goal: Talk to foreigners about recent events.</p> <p>Small Talk</p> <p>· Introduction to the Challenge.</p> <p>【Try】 Think of a better way to speak and speak again.</p> <p>【Challenge】 Answer questions.</p>	SI	SI	SI		<p>Evaluation to keep in the record of Speaking [interaction]</p> <p>[K/S] Understand the words and expressions you have learned, and acquire the skills to use them. <Observation></p> <p>[T/J/E] Keeping the conversation in line with the purpose. <Observation> <Note Analysis></p> <p>[Attitude] Trying to keep the conversation going in line with the purpose. <Observation> <Note Analysis></p>

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, you will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Interaction)	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking questions and answering questions on the spot using simple words and basic expressions.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.
Reading	(b) They can understand the meaning of simple words and basic expressions that they are familiar with.
Writing	(b) To be able to write about oneself and other familiar and simple things using simple phrases and basic expressions that are sufficiently familiar, referring to example sentences.

1. Unit Objectives

In order to let others know your thoughts and feelings about your future dreams, you can tell them about the profession you want to pursue and why.

Relationship with Other Subjects: Career Education

2. Target Language

phrase	occupation	an actor, a teacher, a police officer, an illustrator, a soccer player, a comedian, a pastry chef, a pilot, a farmer, a voice actor, a game creator, a scientist, a fire fighter, a doctor, an astronaut, a baker, a flight attendant, a dentist, a hairdresser, a nursery school teacher, a nurse, a musician, a vet, a fashion designer
expression		What do you want to be? – I want to be (a vet). Why? – I (want to save animals).

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- Assessing “Reading” should not be limited to a unit but be continuously examined.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	○ <Knowledge> Understand the words and expressions that describe the profession you want to pursue in the future and why. ○ <Skills> Listen to stories about future dreams using the above and acquire the skills to understand specific information.	<u>In order to understand others' thoughts</u> , they can listen to a cohesive story about the profession, grasp the overview, and understand the necessary information.	<u>In order to understand others' thoughts</u> , they try to listen to a cohesive story about the profession, grasp the overview, and understand the necessary information.
Evaluation Criterion A	Able to understand more than 80% of the words and expressions that describe the profession and the reasons.	In line with the purpose, they can understand the necessary information while grasping the outline and organizing the contents.	In line with the purpose, they try to understand the necessary information while grasping the outline and organizing the contents.
Evaluation Criterion B	Able to understand more than 60% of the words and expressions that describe the profession and the reasons.	In line with the purpose, they are able to understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Interaction]	⊙ < knowledge > Understand how to ask and answer questions about the profession you want to pursue in the future and why. ⊙ < skill > Using the above expressions, you have acquired the skills to ask questions to others and answer about yourself.	⊙ <u>In order to understand each other's ideas with friends</u> , they can ask and answer questions about the profession they want to pursue in the future using simple phrases and basic expressions.	⊙ <u>In order to understand each other's ideas with friends</u> , they try to ask and answer questions about the profession they want to pursue in the future using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	They can ask and answer questions in an easy-to-understand way and in line with the purpose, and continue to improvise conversations.	They try to ask and answer questions in an easy-to-understand way and in line with the purpose, and continue to improvise conversations.
Evaluation Criterion B	There are a few errors, but they are able to communicate with each other.	Ask and answer questions in line with the purpose.	Try to ask and answer questions in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	○ <Knowledge> Understand the expressions that explain the type of work you want to do in the future and why. ○ <Skills> Using the above expressions, they have acquired the skills to convey themselves.	○ <u>In order for the listeners to know their thoughts</u> , they can use simple phrases and basic expressions to tell them the profession they want to get in the future and the reason for it.	○ <u>In order for the listeners to know their thoughts</u> , they try to use simple phrases and basic expressions to tell them the profession they want to get in the future and the reason for it.
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	Able to organize information according to the purpose and talk in an easy-to-understand way.	Try to organize information according to the purpose and talk in an easy-to-understand way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk about the content that is in line with the purpose.	Try to talk about the content that is in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Reading	< knowledge > They understand the relationship between letters and sounds in the familiar words and expressions that express the profession they want to pursue in the future and the reasons for it. < Skill > Acquire the skills to read the above words and expressions and understand their meaning.	<u>In order to understand others' thoughts</u> , they can read sentences written in simple words and basic expressions about the profession and understand the meaning.	<u>In order to understand others' thoughts</u> , they try to read sentences written in simple words and basic expressions about the profession and understand the meaning.
Evaluation Criterion A	Able to understand the meaning of words and expressions without the assistance of audio or illustrations.	Able to understand the necessary information according to the purpose.	Try to understand the necessary information according to the purpose.
Evaluation Criterion B	With the assistance of audio and illustrations, students can generally understand the meaning of words and expressions.	In accordance with the purpose, they can understand the necessary information with assistance such as illustrations.	In accordance with the purpose, they try to understand the necessary information with assistance such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Writing	○ <Knowledge> Understand the sentence structure of the familiar sentences that describe the profession you want to have in the future and the reason for it. ○ <Skills> Students have acquired the skills to write the above expressions according to the rules for writing sentences, while being aware of word order.	<u>In order to keep a record of their future dreams</u> , they can express themselves by writing simple words and basic expressions while looking at samples about the profession they want to pursue and the reasons for it.	<u>In order to keep a record of their future dreams</u> , they try to express themselves by writing simple words and basic expressions while looking at samples about the profession they want to pursue and the reasons for it.

Evaluation Criterion A	You can follow the rules for writing sentences and write sentences in the correct word order.	The content is written in an easy-to-understand and an organized way.	Try to write the content in an easy-to-understand and an organized way.
Evaluation Criterion B	There is a slight error, but they are able to write them in the correct word order so that the meaning of the sentences can be understood.	Able to write content that is in line with the purpose.	Try to write content that is in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (82-85)	<p>Goal: Ask each other what kind of job they want to pursue in the future. Preparation</p> <p>Let's learn the expressions to ask and answer what kind of job you want to have in the future.</p> <p>【Introduction】</p> <ul style="list-style-type: none"> Exposure to the words and expressions learned in this unit. <p>【Watch the Scene】</p> <ul style="list-style-type: none"> Make them aware of what they will be able to do in this unit. <p>【Words and Phrases】 【Jingle】 p.82,84</p> <ul style="list-style-type: none"> Familiarize yourself with words and phrases that describe occupations. <p>【Chant】</p> <ul style="list-style-type: none"> Practice expressions by asking each other about the profession you want to have. <p>【Activity】 ①</p> <ul style="list-style-type: none"> Think about the profession you want to pursue in the future. 				
2	1 (84-85)	<p>Goal: Ask each other what kind of job they want to pursue in the future.</p> <p>Small Talk</p> <p>【Jingle】</p> <ul style="list-style-type: none"> Review words and phrases that describe occupations. <p>【Listen and Do】</p> <ul style="list-style-type: none"> Ask about the profession you want to work in. <p>【Chant】</p> <ul style="list-style-type: none"> Review expressions that ask each other about the profession they want to do. <p>【Activity】</p> <ul style="list-style-type: none"> Ask each other what kind of job you want to do. While looking at the example sentences, write what you said. 				
3	2 (86-87)	<p>Goal: Tell us what you want to do in the future and why. Preparation</p> <p>Let's learn the expressions that tell what kind of job you want to get in the future and why.</p> <p>Small Talk</p> <p>【Listen and Do①】</p> <ul style="list-style-type: none"> Ask about the profession you want to work in. Learn how to express yourself to say why. <p>【Jingle】 【Chant】</p>				

		<ul style="list-style-type: none"> Practice words and expressions that ask and answer questions about the profession you want to do and why. <p>【Activity】 ①</p> <ul style="list-style-type: none"> Think about what kind of job you want to do in the future and why. 				
4	2 (86-87)	<p>Goal: Tell us what you want to do in the future and why.</p> <p>Small Talk</p> <p>【Listen and Do②】</p> <ul style="list-style-type: none"> Ask them what kind of job they want to do and why. <p>【Jingle】 p.82,84</p> <ul style="list-style-type: none"> Review words and phrases that describe occupations. <p>【Chant】</p> <ul style="list-style-type: none"> Review the expressions that ask and answer the profession you want to do and the reason for it. <p>【Activity】</p> <ul style="list-style-type: none"> Ask each other what kind of job you want to do and why. While looking at the example sentences, write what you said. 	SI	SI	SI	<p>Evaluation to keep in the record of Speaking [interaction]</p> <p>【K/S】 Understand the words and expressions you have learned, and acquire the skills to use them. (Observation)</p> <p>【T/J/E】 They ask and answer questions in line with the purpose. (Observation)</p> <p>【Attitude】 Trying to ask and answer questions in line with the purpose. (Observation)</p>

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (88-89)	<p>Goal: Tell them about your dreams for the future. Preparation</p> <p>Let's share our dreams for the future in pairs.</p> <p>Small Talk</p> <p>【Jingle】 【Chant】 p.82-87</p> <ul style="list-style-type: none"> Review the words and expressions necessary to convey your future dreams. <p>【Watch and Do】</p> <p>Listen to the lines and follow the letters with your fingers.</p> <ul style="list-style-type: none"> Think about how to convey it. <ul style="list-style-type: none"> Say the lines according to the video. <p>【Activity】</p> <ul style="list-style-type: none"> Tell each other about your dreams for the future. <p>【Friends around the World】</p> <ul style="list-style-type: none"> Watch videos of children from other countries talking about their dreams for the future. 				
6	3 (88-89)	<p>Goal: Tell them about your dreams for the future.</p> <p>Small Talk</p> <p>【Jingle】 【Chant】 p.82-87</p> <ul style="list-style-type: none"> Review the words and expressions necessary to convey your dreams for the future. 				

		【Activity】 ・ Present your dreams for the future within the group. ・ While looking at the example sentences, write what you said.				
7	Let's Read 2 (91)	Goal: Enjoy the story. Watch the story. ・ Listen to the audio and repeat. ・ Listen while following the letters with your fingers. - Select the sentence that goes into the speech bubble in the illustration on the worksheet. - Say the lines according to the video.				

* Since there is a reserve time in this unit, it is possible to set up an 8th hour for the evaluation test. When you take an evaluation test, you can use the test to record the listening, reading, and writing.

Evaluation to keep in record of Listening

[K/S] Understand the words and expressions you have learned, Acquire the listening skills. (Evaluation test)

[T/J/E] Understand the necessary information according to the purpose. (Evaluation test)

Evaluation to keep a record of Reading

[K/S] Acquire the skills to read and understand the relationship between letters and sounds of familiar words and expressions and understand the meaning.

(Evaluation test)

[[T/J/E] Able to understand the necessary information according to the purpose. (Evaluation test)

Evaluation to keep in the record of Writing

[K/S] Understand the sentence structure of the familiar sentences and acquire the skills to write them. (Evaluation test)

[T/J/E] Write the content that is in line with the purpose. (Evaluation test)

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, you will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Interaction)	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking questions and answering questions on the spot using simple words and basic expressions.
Speaking (Presentation)	(c) After organizing the content about familiar and simple matters, students will be able to talk about their thoughts and feelings using simple phrases and basic expressions.
Reading	(b) They can understand the meaning of simple words and basic expressions that you are familiar with.
Writing	(b) To be able to write about oneself and other familiar and simple things using simple phrases and basic expressions that are sufficiently familiar, referring to example sentences.

1. Unit Objectives

In order to others know about the goals in junior high school, you can tell them what you want to do in junior high school, such as club activities.

Relationship with Other Subjects: Career Education

2. Target Language

phrase	Club	baseball team, swimming team, tennis team, soccer team, track and field team, basketball team, table tennis team, chorus, brass band, art club, science club, <i>judo</i> club, computer club, English club, dance club
	In middle school Things you want to do	go on a field trip, sing in the chorus contest, wear the school uniform, attend Career Day, make many friends, study English hard, do volunteer work
expression	What club do you want to join? – I want to join (the soccer team). – That’s great! What do you want to do in junior high school? – I want to (study English hard).	

3. Example of Evaluation Criteria for Units

- Criteria with ⊙ and ○ are in the Unit Plan. ⊙ is for the summative evaluation to be kept on record. ○ is for the formative evaluation that will not be kept on record, except in cases where outstanding performances are observed.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.
- Assessing “Reading” should not be limited to a unit but be continuously examined.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	○ <Knowledge> Understand the phrases and expressions that express what you want to do in junior high school such as club activities and the reasons. ○ <Skills> Listen to the above stories about what you want to do in junior high school and acquire the skills to listen to specific information.	<u>In order to find out what they want to do in junior high school</u> , they listen to introductions to junior high schools and stories about what others want to do in junior high school, get an overview, and understand the necessary information.	<u>In order to find out what they want to do in junior high school</u> , they try to listen to introductions to junior high schools and stories about what others want to do in junior high school, get an overview, and understand the necessary information.
Evaluation Criterion A	Able to understand more than 80% of the phrases and expressions that expressed what they want to do in junior high school, such as club activities, and the reasons for it.	In line with the purpose, they understand the necessary information while grasping the outline and organizing the contents.	In line with the purpose, they try to understand the necessary information while grasping the outline and organizing the contents.

Evaluation Criterion B	Able to understand more than 60% of the phrases and expressions that expressed what they want to do in junior high school, such as club activities, and the reasons for it.	In line with the purpose, they can understand the necessary information using clues such as illustrations.	In line with the purpose, they try to understand the necessary information using clues such as illustrations.
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	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Interaction]	○ <Knowledge> Understand how to ask and answer questions about what you want to do in junior high school. ○ <Skills> Using the above expressions, you have acquired the skills to ask questions to others and answer about yourself.	<u>In order to share their expectations for junior high school with their friends</u> , they can ask and answer questions about what they want to do in junior high school using simple phrases and basic expressions.	<u>In order to share their expectations for junior high school with their friends</u> , they try to ask and answer questions about what they want to do in junior high school using simple phrases and basic expressions.
Evaluation Criterion A	They are able to communicate with each other using accurate sentences and words.	They ask and answer questions in an easy-to-understand and an organized way and continue to improvise conversations.	They try to ask and answer questions in an easy-to-understand and an organized way and continue to improvise conversations.
Evaluation Criterion B	There are a few errors, but we are able to communicate with each other.	Able to ask and answer questions in line with the purpose.	Try to ask and answer questions in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	⊙ < knowledge > Understand how to tell what they want to do in junior high school. ⊙ < skill > Using the above expressions, they have acquired the skills to convey themselves.	⊙ <u>In order to show the listener your expectations for junior high school</u> , you can use simple phrases and basic expressions to tell the other person about what you want to do in junior high school.	⊙ <u>In order to show the listener your expectations for junior high school</u> , you try to use simple phrases and basic expressions to tell the other person about what you want to do in junior high school.
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	Able to organize information according to the purpose and talk in an easy-to-understand and an organized way.	Try to organize information according to the purpose and talk in an easy-to-understand and an organized way.
Evaluation Criterion B	There are a few errors, but they can tell the story.	Able to talk in line with the purpose.	Try to talk in line with the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Reading	< knowledge > Able to understand the relationship between letters and sounds in the familiar words and expressions that express what they want to do in junior high school. < Skill > Acquire the skills to read the above words and expressions and understand their meaning.	<u>In order to know what others think</u> , they can read sentences written in simple phrases and basic expressions about what they want to do in junior high school and understand the meaning.	<u>In order to know what others think</u> , they try to read sentences written in simple phrases and basic expressions about what they want to do in junior high school and understand the meaning.
Evaluation Criterion A	Able to understand the meaning of words and expressions without the assistance of audio or illustrations.	Able to understand the necessary information according to the purpose.	Try to understand the necessary information according to the purpose.
Evaluation Criterion B	With the assistance of audio and illustrations, students can generally understand the meaning of words and expressions.	In accordance with the purpose, they can understand the necessary information with assistance such as illustrations.	In accordance with the purpose, they try to understand the necessary information with assistance such as illustrations.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
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Writing	◎ < knowledge > Understand the sentence structure of the familiar sentences that express what you want to do in junior high school. ◎ < skill > Students have acquired the skills to write the above expressions according to the rules for writing sentences, while being aware of word order.	◎ In order to write a letter of gratitude to the person who introduced them to the junior high school, they can express their feelings by writing simple words and basic expressions while looking at a sample of what they want to do at the junior high school.	◎ In order to write a letter of gratitude to the person who introduced them to the junior high school, they try to express their feelings by writing simple words and basic expressions while looking at a sample of what they want to do at the junior high school.
Evaluation Criterion A	You can follow the rules and write sentences in the correct word order.	Able to write the content in line with the purpose and in an easy-to-understand way.	Try to write the content in line with the purpose and in an easy-to-understand way.
Evaluation Criterion B	There is a slight error, but they are able to write them in the correct word order so that the meaning of the sentences can be understood.	Able to write the content that is in line with the purpose.	Try to write the content that is in line with the purpose.

4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1 (92-95)	Goal: Say what club activities you want to do in junior high school. Preparation Let's learn the expressions to ask and answer the club activities you want to try. 【Introduction】 ・ Exposure to the words and expressions learned in this unit. 【Watch the Scene】 ・ Make them aware of what they will be able to do in this unit. 【Jingle】 ・ Familiarize yourself with words and phrases that describe club activities. 【Listen and Do①】 ・ Ask about the club activities you want to try. 【Chant】 ・ Practice expressions by asking each other about the club activities you want to try. 【Activity】 ① - Think about the club activities you want to do in junior high school.				
2	1 (94-95)	Goal: Say what club activities you want to do in junior high school. Small Talk 【Jingle】 - Review words and phrases that describe club activities. 【Listen and Do②】 ・ Listen to the outline of the story about the club activity you want to try. 【Chant】 ・ Review the expressions of asking each other about the club activities you want to try. 【Activity】 ・ Ask each other about the club activities they would like to do in junior high school.				

		<ul style="list-style-type: none"> While looking at the example sentences, write what you said. 				
3	2 (96-97)	Goal: Say what you want to do in junior high school. Preparation Let's learn how to ask and answer what you want to do in junior high school. Small Talk 【Listen and Do①】 ・ Ask them what they want to do in junior high school. 【Jingle】 【Chant】 - Practice words and phrases and expressions to ask and answer what you want to do in junior high school. 【Activity】 ① Think about what you want to do in junior high school.				*1
4	2 (96-97)	Goal: Say what you want to do in junior high school. Small Talk 【Listen and Do②】 ・ Understand an overview of what you want to do in junior high school. 【Jingle】 【Chant】 - Review the words and expressions that you will use to ask and answer questions about what you want to do in junior high school. 【Activity】 Ask each other what they would like to do in junior high school. ・ While looking at the example sentences, write what you said.				*1

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3 (98-99)	Goal: Write a letter about what you want to do in junior high school. Preparation Think about the content of the thank-you video, including what you want to do in junior high school. Small Talk 【Jingle】 【Chant】 p.92-97 Review the words and expressions necessary to convey what you want to do in junior high school. 【Watch and Do】 Listen to the lines and follow the letters with your fingers. ・ Think about how to convey it. - Say the lines according to the video. 【Activity】 - Think about the content of the video.				*1
6	3 (98-99)	Goal: Write a letter about what you want to do in junior high school. Small Talk 【Jingle】 【Chant】 p.92-97 Review the words and expressions necessary to convey what you want to				

		do in junior high school. 【Activity】 • Present the letter in the group, including what you want to do in junior high school, and shoot a video. • Write a letter while looking at example sentences.	SP W	SP W	SP W	Evaluation to keep in the record of Speaking [presentation] [[K/S] Understand the words and expressions you have learned, and acquire the skills to use them. <Observation> [T/J/E] Communicate in line with the purpose. <Observation> [Attitude] Try to convey it in line with the purpose. <Observation>
						Evaluation to keep in the record of writing [K/S] Students understand the sentence structure of the familiar sentences and acquire the skills to write sentences according to the rules while being aware of word order. <Note Analysis> [T/J/E] Write in line with the purpose. <Note Analysis> [Attitude] Try to write in line with the purpose. <Note Analysis>
7	Let's Read 3 (101)	Goal: Enjoy the story. Watch the story. • Listen to the audio and repeat. • Listen while following the letters with your fingers. - Answer questions about the content. - Say the lines according to the video.				

* Since there is a reserve time in this unit, it is possible to set up an 8th hour for the evaluation test. When you take an evaluation test, you can use the test to record the listening, reading, and writing.

Evaluation to keep in record of Listening
[K/S] Understand the words and expressions you have learned. Acquire the listening skills. <Evaluation test>
[T/J/E] Understand the necessary information according to the purpose. <Evaluation test>

Evaluation to keep a record of Reading
[K/S] Acquire the skills to understand the relationship between letters and sounds of the familiar words and expression and to read and understand the meaning. <Evaluation test>
[T/J/E] Able to understand the necessary information according to the purpose. <Evaluation test>

Evaluation to keep in the record of Writing
[K/S] Understand the sentence structure of the familiar sentences and acquire the skills to write them. <Evaluation test>
[T/J/E] Write the content that is in line with the purpose. <Evaluation test>

Domain-specific goals in the course of study

Listening	(c) If spoken slowly and clearly, you will be able to grasp the outline of a short talk about familiar and simple matters related to daily life.
Speaking (Interaction)	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking questions and answering questions on the spot using simple words and basic expressions.

1. Unit Objectives

Students are able to listen and speak the phrases and expressions they have learned so far according to their objectives.

2. Target Language

All the words and expressions you've learned.

3. Example of Evaluation Criteria for Units

- ◎ is for the summative evaluation to be kept on record.
- As for the purpose of language activities (underlined part), please change according to the actual situation of each school.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Listening	◎ < knowledge > Understand the words and expressions you've learned. ◎ < skill > Acquire the skills to understand specific information by listening to phrases and expressions that you have learned so far.	◎ Able to understand the necessary information <u>in order to choose a destination for an excursion that meets the conditions.</u>	◎ Try to understand the necessary information <u>in order to choose a destination for an excursion that meets the conditions.</u>
Evaluation Criterion A	You can listen to the words and expressions you have learned so far and understand them correctly.	While organizing the content according to the purpose, they understand the necessary information.	While organizing the content according to the purpose, they try to understand the necessary information.
Evaluation Criterion B	Listening to the words and expressions that you have learned so far, you can generally understand them correctly.	Able to understand the necessary information according to the purpose.	Try to understand the necessary information according to the purpose.

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Interaction]	< knowledge > ◎ Understand the expressions you have learned so far. ◎ < skill > They have acquired the skills to speak about themselves using the expressions they have learned so far.	◎ <u>In order to convince the others,</u> they can use simple words and basic expressions to communicate.	◎ <u>In order to convince the others,</u> they try to use simple words and basic expressions to communicate.
Evaluation Criterion A	They are able to communicate using accurate sentences and words.	They can communicate with each other in line with the purpose and continue the conversation on the spot.	They try to communicate with each other in line with the purpose and continue the conversation on the spot.

Evaluation Criterion B	There are a few errors, but they are able to communicate.	Able to ask and answer questions in line with the purpose.	Try to ask and answer questions in line with the purpose.
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4. Unit Planning

time	Step (page)	Goals & Activities	Verdict			
			K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	(102)	Goal: Make a proposal that meets the conditions. Preparation Small Talk 【Chant】 ・ Review the necessary expressions in Try. 【Try】 ・ Listen to the information of the facility and write down the necessary information. ・ Select and propose facilities that meet the conditions.	L	L	L	Evaluation to keep in record of Listening [K/S] Understand the words and expressions you have learned. Acquire the listening skills. (Note Analysis) [T/J/E] Understand the necessary information according to the purpose. (Note Analysis) [Attitude] Try to get the information they need according to their objectives. (Note Analysis)
2	(102-103)	Goal: Make a proposal that meets the conditions. Small Talk ・ Introduction to the Challenge. 【Try】 ・ Think about how to make a better proposal and speak again. 【Challenge】 Answer questions.	SI	SI	SI	Evaluation to keep in the record of Speaking [interaction] [K/S] Understand the words and expressions you have learned, and acquire the skills to use them. (Observation) [T/J/E] Able to communicate in line with the purpose. (Observation) (Note Analysis) [Attitude] Try to communicate in line with the purpose. (Observation) (Note Analysis)