Pre Unit

I can speak English. p.10-13

1. Unit Objectives

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

2. Target Language

	2. Target Language			
	behavior	swim, cook, ride, run, play, dance, visit, see, eat, watch, etc.		
nhuasa	What we	singing, swimming, playing the piano, riding a unicycle, etc.		
phrase	are good at			
	feature	strong, kind, smart, cheerful, friendly, etc.		
		My birthday is (June 22nd).		
		I can (run fast).		
		I'm good at (playing soccer).		
	She's[He's] good at (singing).			
express	xpression 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)

learni	ng)					
	Step					Verdict
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
1	(10-11)	Goal: Reflect on 5th grade learning.		r		
		[Watch the Scene]				
		· Watch anime and imagine the scene				
		and the content of the story.	*1	In this	laaaa n	will not conduct evaluation to
		Small Talk	*1 In this lesson, we will not conduct evaluation keep a record, but we will provide guidance tow			
		【Listen and Do①】	11			
		Listen to self-introductions and ask	11			vities and times where the atus is not recorded, the
		about their birthdays, what they are	11			their learning status.
		good at, and what they can do.		structor	will check	their learning status.
		【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.				
2	(12-13)	Goal: Learn about English word or	der.	г	Г	
		Small Talk				
		[Listen and Do4]				
		• Know the difference of word order				
		between Japanese and foreign	,	' 1		
		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 (b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to (Interaction) daily life using simple words and phrases and basic expressions. (b) After organizing the content of what you want to convey, you will be able to talk about yourself using Speaking (Presentation) simple phrases and basic expressions. (b) To be able to understand the meaning of simple words and basic expressions that you are familiar with Reading Writing (b) To be able to write about oneself and other familiar and simple things using simple phrases and basic

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.

expressions that are sufficiently familiar with listening, referring to example sentences.

• Learn the sound of the alphabet (b, c, d, f, g, h, j) and become able to differentiate them by sound.

2. Target Language

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

- Criteria with \odot and \circ are in the Unit Plan. \circ is for the summative evaluation to be kept on record. \circ 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	Attitude to proactive learning
		Expression	
	○ <knowledge></knowledge>	In order to get to know the other	In order to get to know the other
	They understand the words and expressions that	person (foreigner), they	person (foreigner), they try to
	describe where you're from, what you're good at,	understand the self-	understand the self-introductions,
Listening	and what you like.	introductions, including where	including where you're from, what
Listening	○ <skills></skills>	you're from, what you're good at,	you're good at, and what you like,
	Listen to self-introductions using the above and	and what you like, and ask for the	and ask for the necessary
	acquire the skills to listen to specific	necessary information.	information.
	information.		
	They can understand more than 80% of the	In line with the purpose, they	In line with the purpose, they try to
Evaluation	words and expressions that describe where you	understand the necessary	understand the necessary
Criterion	are from, what you are good at, what you like,	information while grasping the	information while grasping the
A	and birthdays.	outline and organizing the	outline and organizing the
		contents.	contents.

D 1	They can understand more than 60% of the	In line with the purpose, they	In line with the purpose, they try to
Evaluation Criterion	words and expressions that describe where you	understand the necessary	understand the necessary
R	are from, what you are good at, what you like,	information using clues such as	information using clues such as
	and birthdays.	illustrations.	illustrations.

	Knowledge & Skills	Thought, Judgement, and	Attitude to proactive
		Expression	learning
	○ <knowledge></knowledge>	O In order to get to know my	O In order to get to know my
	Understand how to ask and answer what you like.	friends, they can ask and answer	friends, they try to ask and
Speaking	○ <skills></skills>	questions about what they like	answer questions about what
[Interaction]	Using the above expressions, you have acquired	using simple phrases and basic	they like using simple phrases
	the skills to ask questions to others and answer	expressions.	and basic expressions.
	about yourself.		
	They are able to communicate with each other	In line with the purpose, they can	In line with the purpose, they try
Evaluation	using accurate sentences and words.	ask and answer questions in an	to ask and answer questions in
Criterion		easy-to-understand way and	an easy-to-understand way and
A		continues the conversation by	continues the conversation by
		improvising.	improvising.
Evaluation	There are a few errors, but they are able to	Able to ask and answer in line	Try to ask and answer in line
Criterion	communicate with each other.	with the purpose.	with the purpose.
В			

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

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

Ī	(2) With the assistance of illustrations, students	illustrations.	illustrations.
	can connect the letters and sounds of words.		

	Knowledge & Skills	Thought, Judgement, and	Attitude to proactive
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.</skills></knowledge>	Expression 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.	learning 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.

	Step					Verdict
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
1	~1	Goal: Say where you're from and w	hat y	ou're g	ood at.	
	(14-17)	Preparation: Let's remember the ex	xpres	sions to	say wha	t we are good at.
		[Introduction]				
		· Exposure to the words and				
		expressions learned in this unit.			*1	
		[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	Goal: Say where you're from and w	hat y	ou're g	ood at.	r
	(16-17)	Small Talk 【Jingle】				
		- Review expressions to say what you			*1	
		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	Goal: Say what you like. Preparation	on		
	(18-19)	Let's learn the expressions to ask a	nd answer	what you	like.
		Small Talk			
		【Words and Phrases】【Jingle】		*1	
		Get used to the expression of asking			
		and answering what you like.			
		[Chant]			
		- Practice expressions such as asking		\	1
		and answering what you like.			
		[Activity]			
		- Think about what you like in various			
		genres.			
4	2	Goal: Say what you like.			
	(18-19)	Small Talk			
		【Listen and Do】		*1	
		· Choose the pattern of the apron			
		chosen by Sakura.			
		[Jingle]			
		- Review the genre name.		$\overline{}$	I
		[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.			

	Ston					Verdict
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
5	3	Goal: Include a variety of informat			-	
	(20-21)	Think about how you would introdu	ice yo	purself	to a foreig	gner and communicate it in pairs.
		Small Talk				
		[Jingle] [Chant] p.16-19				
		Review words and expressions that		*1	1	
		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				

		T	т-		г		1
		foreigner and say it in pairs.					
		【Friends around the World】					
		· Watch a video of foreign children					
		introducing themselves.					
6	3	Goal: Include a variety of informati	on an	d tell j	people ab	out yourself.	
	(20-21)	Small Talk					ユ
		[Jingle] [Chant] p.16-19			*1		
		- Review the words and expressions					
		necessary to introduce yourself.					
		[Activity]					
		· Introduce yourself as if you were				1	\neg
		speaking to a foreigner.					
		· While looking at the example					
		sentences, write what you said.					
7	*Let's	Goal: Know the sound of letters.					
	Read	[1] [2]		/			ユ
	and	· Listen to the reading of the alphabet			*1		
	Write 1	aloud and say it.					
	(23)	Lowercase Karuta					
		- Check if the sounds of the alphabet					
		are connected to the letters.		(1	\neg
		[3]					
		Listen to the audio and choose the one					
		that was read.					
		- Trace the letters and write them.					

^{*} 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.

[K/S] Understand the words and expressions you have learned, Acquire listening skills. $\langle \text{Evaluation test} \rangle$

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. \langle Evaluation test \rangle

re			

Unit 2

Welcome to Japan. Introduction to Japan p.24-35

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 (c) After organizing the content about familiar and simple matters, students will be able to talk about (Presentation) 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

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)

and basic expressions referring to example sentences.

2. Target Language

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

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

	Knowledge & Skills	Thought, Judgement, and	Attitude to proactive learning
		Expression	
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	Attitude to proactive learning
		Expression	
	(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		
Reading	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.		
	(1) Able to understand the meaning of words and		
Evaluation	expressions without assistance such as audio or		
Criteria	illustrations.		
A	(2) Able to connect the letters and sounds of		
	words without the assistance of illustrations.		
	(1) With the assistance of audio and illustrations,		
Evaluation	students can generally understand the meaning		
Criteria	of words and expressions.		
В	(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	 <knowledge> Understand the sentence structure of the familiar sentences introducing Japan.</knowledge> <skills> Students have acquired the skills to write the above expressions according to the rules for writing sentences, while being aware of word order.</skills> 	In order to attract foreigners, they can express their opinions on the charms of Japan by writing simple words and basic expressions while looking at samples.	In order to attract foreigners, 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. Uni	t Plannin	g 				Verdict
time	Step	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective \(\text{Evaluation} \)
	(page)					$Method\rangle$
1	~1	Goal Let's say what you can enjoy				
	(24-29)	Learn the names of places of interes	est an	id phras	ses that d	escribe the seasons.
		[Introduction]				
		• Exposure to the words and				
		expressions learned in this unit.	/			
		[Watch the Scene]		*1		
		Make them aware of what they will				
		be able to do in this unit.				
		[Jingle]				
		• Familiarize yourself with words and	(
		phrases that represent Japan's				
		specialties.				
		[Words and Phrases] [Jingle]				
		• Familiarize yourself with words and				
		expressions that introduce what you				
		can enjoy in Japan and its				
		characteristics in each season. [Chant]				
		• Practice expressions that introduce				
		things that can be enjoyed in Japan each season.				
		[Activity]				
		• Think about what foreigners can				
		enjoy in Japan each season.				
2	1	Goal Let's say what you can enjoy:	in Jai	nan eac	h season	
_	(28-29)	Small Talk [Jingle]				
	(====)	- Introduce adjectives to describe the				
		state of things.				
		[Listen and Do]		_		
		· Listen to the characteristics of what		*	1	
		you can enjoy in Japan.				
		[Chant]				
		• Review expressions that introduce				
		what you can enjoy in Japan each				
		season.				
		[Activity]				
		· Discuss what foreigners can enjoy				
		every season in groups.				
		· While looking at the example				
		sentences, write what you said.				
3	2	Goal: Say what you can do in the r	ecom	mended	d area. Pro	eparation
	(30-31)	Small Talk				
		【Listen and Do①】		_		
		• Listen to the introductions to		(*	1	
		prefectures and understand what			1	
		you can do there.				
		[Jingle] [Chant]				
		- Practice words and expressions that				
		introduce what you can do in the area				
		you want to recommend.				
		[Activity]				

		- Think about the recommended areas you want to introduce to foreigners and what you can do there.				
4	2	Goal: Say what you can do in the re	ecomi	mende	d area.	
	(30-31)	Small Talk [Listen and Do②] • Listen to local introductions and get information. [Jingle] [Chant]			*1	
		- Review words and expressions that introduce what you can do in the area you want to recommend.				

	Step					Verdict
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
		[Activity]				
		· Introduce what you can do in the				
		recommended area.				
		· While looking at the example				
		sentences, write what you said.				
5	3	Goal Let's introduce the charms of	Japai	n to for	eigners. I	Preparation
	(32-33)	Let's introduce the charms of Japan	ı in p	airs.		
		Small Talk				
		[Jingle] [Chant] p.28-31		*1		
		· Review the words and expressions				
		necessary to introduce what you can				
		do in Japan.				
		[Watch and Do])
		Listen to the lines and follow the letters				
		with your fingers.	Fva	luation	to keep	in the record of speaking
		Think about how to convey it.		esentat		
		- Say the lines according to the video.	[K/	S] Unde	erstand the	e words and expressions you have
		[Activity]		earned,		uire the skills to use them.
		Think about the introduction of the		(Observa		
		charms of Japan that make foreigners		bservat		e in line with the purpose 。
		want to visit, and tell them in pairs.			-	o convey it in line with the purpose.
		【Friends around the World】		bservat		The state of the state of the possible of the
		• Watch a video of a foreign child				
		introducing the area where he or she				
		lives.				
6	3	Goal Let's introduce the charms of	Japai	n to for	eigners.	
	(32-33)	Small Talk				
		[Jingle] [Chant] p.28-31				
		· Review the words and expressions				
		necessary to introduce what you can				
		do in Japan.				
		[Activity]	SP	SP	SP	
		• Introduce the charms of Japan that				
		make foreigners want to visit.				
		· While looking at the example				
		sentences, write what you said.				
7	*Let's	Goal: Learn the sound of letters.				

Read	[1] [2]			
and	· Listen to the reading of the alphabet		*1	
Write 2	aloud and say it.			
(35)	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.			

^{*} 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.

[K/S] Understand the words and expressions you have learned and acquire listening skills. $\langle \text{Evaluation test} \rangle$

[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, an 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)

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Unit 3

We need a big park in our town.

Our Towns and Regions

p.36-45

Domain-specific goals in the course of study	
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Bomam speem	to 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	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to		
(Interaction)	daily life using simple words and phrases and basic expressions.		
Speaking	(c) After organizing the content about familiar and simple matters, students will be able to talk about		
(Presentation)	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

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

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

Knowledge & Skills	Thought, Judgement, and	Attitude to proactive learning
	Expression	

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

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Presentation]	 ○ <knowledge></knowledge> Understand what is in the community, what you can do, what you think is necessary, and how to express why. ○ <skills></skills> They have acquired the skills to convey their thoughts using the above expressions. 	o 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.	o 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.
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	Attitude to proactive learning
	Thio wroage a same	Expression	Tittivado to prodetive rearming
	(1) < knowledge >	In order to know what others	In order to know what others think
	They have an understanding of the relationship	think about the area in which	about the area in which they live,
	between letters and sounds of the expressions	they live, they can read sentences	they try to read sentences written
	that describe what is in the area, what can be	written in simple phrases and	in simple phrases and basic
	done there, what they think is necessary, and	basic expressions about what they	expressions about what they think
	why.	think there are in the area and	there are in the area and what they
Reading	< Skill >	what they think are necessary,	think are necessary, and they know
Reading	Acquire the skills to read the above words and	and they know what they mean.	what they mean.
	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.		
	(1) Able to understand the meaning of words and	Able to read the necessary	Try to read the necessary
Evaluation	expressions without assistance such as audio or	information according to the	information according to the
Criterion	illustrations.	purpose.	purpose.
A	(2) Able to connect the letters and sounds of		
	words without the assistance of illustrations.		
	(1) With the assistance of audio and	In accordance with the purpose,	In accordance with the purpose,
Evaluation	illustrations, students can generally understand	they can understand the	they try to understand the
Criterion	the meaning of words and expressions.	necessary information with	necessary information with
В	(2) With the assistance of illustrations, students	assistance such as illustrations.	assistance such as illustrations.
	can connect the letters and sounds of words.		

Knowledge & Skills	Thought, Judgement, and	Attitude to proactive learning
	Expression	

r		T	
	○ <knowledge></knowledge>	In order to share their opinions	In order to share their opinions
	Understand the sentence structure of the	about the area they live in with	about the area they live in with
	familiar sentences that describe what is in the	others, they can express their	others, they try to express their
	area, what can be done there, what they think is	opinions by writing simple	opinions by writing simple phrases
XX7 .: 4 :	necessary, and why.	phrases and basic expressions	and basic expressions while
Writing	○ <skills></skills>	while looking at samples about	looking at samples about the
	Students have acquired the skills to write the	the goodness and ideals of the	goodness and ideals of the region.
	above expressions according to the rules for	region.	
	writing sentences, while being aware of word		
	order.		
Evaluation	You can follow the rules for writing sentences	Able to write the contents that are	Try to write the contents that are
Criterion	and write sentences in the correct word order.	in line with the purpose and in an	in line with the purpose and in an
A		easy-to-understand way.	easy-to-understand way.
Ti -1 -4'	There is a slight error in the rules for writing	Write the content that is in line	Try to write the content that is in
Evaluation	sentences, but they are able to write them in the	with the purpose.	line with the purpose.
Criterion	correct word order so that the meaning of the		
В	sentences can be understood.		

	Step					Verdict
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
1	~1	Goal: Talk about what you have in			_	
	(36-39)	Let's learn the expressions that des	scribe	what	is in the a	rea where you live.
		[Introduction]				
		• Exposure to the words and				
		expressions learned in this unit.				
		[Watch the Scene]				
		Make them aware of what they will		*1		
		be able to do in this unit.				
		[Words and Phrases] [Jingle]				
		- Familiarize yourself with words and				
		phrases that describe facilities.	١ ١			
		[Chant]				
		• Practice expressions that describe things in the community and what				
		can be done there.				
		[Activity] (1)				
		- Think about what is in your area and				
		what you can do there.				
2	1	Goal: Talk about what you have in	vour	aroa		
4	(38-39)	Small Talk [Jingle]	Jour	area.	T	
	(50 55)	Review words and phrases that				
		describe facilities.				
		[Listen and Do]				
		· Listen for what is in the area and		*1)
		what can be done there.				
		[Chant]				
		· Review expressions that describe				
		what is in the area and what can be		Il		J
		done there.				
		[Activity]				
		Discuss what you can do in your area				
		and what you can do there.				
		· While looking at the example				
		sentences, write what you said.				
3	2	Goal: Talk about what you think is	need	led in y	our area.	Preparation
	(40-41)	Let's learn how to say the facilities	and	equipn	nent that	are needed in the area where you
		live.				
		Small Talk				
		【Listen and Do①】				
		· Listen for what is needed in the				
		community.				
		[Jingle]				
		- Familiarize yourself with words and		*1		
		phrases that describe facilities and				
		equipment.				
		[Chant]				
		- Practice expressions such as asking				
		and answering what the community		_		
		needs.				
		[Activity] 1				
		- Think about what the region needs				
		and why.				
4	2	Goal: Talk about what you think is	need	led in y	our area.	
	(40-41)	Small Talk				

Listen and Do②] Listen for what is needed in the community. [Jingle] Review words and phrases that describe facilities and equipment. [Chant] Review expressions that ask and answer what is needed in the community. [Activity] Ask each other what they think is necessary in the community and why. While looking at the example sentences, write what you said.	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] 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)
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	Step		Verdict				
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective \langle Evaluation Method \rangle	
5	3	Goal: Share your ideas for the imp	roven	nent of	your com	munity. Preparation	
	(42-43)	Come up with ideas to improve you	ır are	a and s	share then	n with each other in pairs.	
		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		*1			
		even better.		1			
		[Watch and Do]					
		Listen to the lines and follow the letters					
		with your fingers.		l)	
		Think about how to convey it.					
		- Say the lines according to the video.					
		[Activity]					
		• 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]					
		• Watch videos of children from other					
		countries talking about what is					
		needed in the community.					
6	3	Goal: Share your ideas for the imp	roven	nent of	your com	munity.	
	(42-43)	Small Talk					
		[Jingle] [Chant] p.38-41					
		Review the words and expressions					
		needed to talk about the attractions		*1			
		of your area and ideas for making it					
		even better.					
		[Activity]					
		• Present the attractions of your area and ideas for making it even better.	· '	ackslash	<u> </u>		
		• While looking at the example					
		sentences, write what you said.					
7	*Let's	Goal: Learn the sound of letters.		l	l	<u> </u>	
	Ter 9	Moar Learn the sound of letters.					

Read	[1] [2]	
and	· Listen to the reading of the alphabet	
Write 3	aloud and say it.	
(45)	Lowercase Karuta	*1
	- 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.	

^{*} 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.

[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. $\langle \text{Evaluation test} \rangle$

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)

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n test〉			

REVIEW①
p.46-47

Domain-specif	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	(b) After organizing the content of what you want to convey, you will be able to talk about yourself using					
(Presentation) simple phrases and basic expressions.						

1. Unit Objectives

Students will be able to listen to and speak the phrases and expressions learned in Unit $1\sim3$ according to the purpose.

2. Target Language

Unit 1

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

Unit 2

	Japan's	castle, dome, shrine, lake, temple, Mt., bridge, hot springs, festival
	specialties	
	Appearance	beautiful, exciting, relaxing, fun, delicious
phrase	and	
	description	
	of things	
	behavior	enjoy, see, eat, visit, drink
	•	In (spring), you can enjoy (cherry blossoms). They are (beautiful).
express	ion	(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	Attitude to proactive learning
		Expression	
	⊚ < knowledge >	© Listening to the necessary	○ Try to get the information needed to
	Understand the words and expressions	information in order to speak according	speak in response to what Carlos said.
	you've learned.	to what Carlos said.	
Listening			
Listening	Acquire the skills to listen to specific		
	information by listening to phrases and		
	expressions that you have learned so		
	far.		
Evaluation	You can listen to the words and	While organizing the content according	While organizing the content
Criterion	expressions you have learned so far and	to the purpose, they can understand the	according to the purpose, they try to
A	understand them correctly.	necessary information.	understand the necessary information.
Evaluation Criterion	Listening to the words and expressions	Understand the necessary information	Try to understand the necessary
	that you have learned so far, you can	according to the purpose.	information according to the purpose.
В	generally understand them correctly.		

	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. 		◎ I am trying to speak using simple phrases and basic expressions in order to convey the content of Carlos's talk to Carlos (foreigners) in an easyto-understand manner.
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.

	Step					Verdict	
I fime I / *	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉	
1	(46)	Goal: Talk to foreigners about you	r 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.	L	L	L		
		[Try] 1					

	Listen to Carlos and take notes of what you learn. [Try] 2 In response to Carlos's story, think about what you should introduce about your country.	r) I	Evaluation to keep in record of Listening [K/S] Understand the words and expressions you have learned, Acquire 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 the purpose. (Note Analysis)						
2 (46-47)	Goal: Talk to foreigners about your Small Talk Introduction to the Challenge. [Try] 2 Think of a better way to communicate and speak again. [Challenge] Answer questions.	self a	SP	SP	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) (Note Analysis) [Attitude] Try to convey it in line with the purpose. (Observation) (Note Analysis)				

Unit 4

I went to the zoo.

What did you experience?

p.50-59

Domain-specif	ic 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	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking
(Interaction)	questions and answering questions on the spot using simple words and basic expressions.
Speaking	(c) After organizing the content about familiar and simple matters, students will be able to talk about
(Presentation)	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

7 7 8 7	impressions	great good fun avaiting						
	impressions	great, good, fun, exciting						
	Where we've	beach, park, river, mountains, lake, grandparents 'house, stadium, etc.						
	been							
What we saw Rainbow, Beet		Rainbow, Beetle, Fireworks, Movie, Soccer Game, etc.						
	What we ate	watermelon, grilled fish, curry and rice, etc.						
	What we	swimming, fishing, hiking, camping,						
	enjoyed							
phrase	What we	soccer uniform						
piirase	bought							
	What did we	badminton, piano						
	do?							
	What we	curry and rice, model ship						
	made							
	What you	book						
	read							
Past verb went to, saw, ate, enjoyed, watched, bought, played, made, read		went to, saw, ate, enjoyed, watched, bought, played, made, read						
oven mo a a		How was your summer vacation? — It was (great). I (went to the beach).						
expressi	1011	What did you do yesterday? $-$ I (played tennis) (yesterday). It was (exciting).						

- Criteria with ② and O are in the Unit Plan. ② is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning
		Expression	
	o <knowledge></knowledge>	In order to know what recent events	In order to know what recent
Listening	Understand what you've done recently and	others want to convey, they can	events others want to convey, they
	how you feel about it.	listen to a series of stories that	try to listen to a series of stories

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

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

	(1) Able to understand the meaning of words	Able to read the necessary	Try to read the necessary
Evaluation	and expressions without assistance such as	information according to the	information according to the
Criteria	audio or illustrations.	purpose.	purpose.
A	(2) Able to connect the letters and sounds of		
	words without the assistance of illustrations.		
	(1) With the assistance of audio and	In accordance with the purpose,	In accordance with the purpose,
	illustrations, students can generally	they can read with assistance such	they try to read with assistance
Evaluation	understand the meaning of words and	as illustrations.	such as illustrations.
Criteria	expressions.		
В	(2) With the assistance of illustrations,		
	students can connect the letters and sounds of		
	words.		

	Knowledge & Skills	Thought, Judgement, and	Attitude to proactive learning
		Expression	
Writing	 ○ < knowledge > Understand the sentence structure of the familiar sentences that express what you have done recently and how you feel about it. < Skill > Students have acquired the skills to write the above expressions according to the rules for writing sentences, while being aware of word 	⊙ In order to leave memories as a picture diary, they can express themselves by writing simple words and basic expressions while looking at samples.	⊙ In order to leave memories as a picture diary, they try to express themselves by writing simple words and basic expressions while looking at samples.
	order.	Able to write the contents that are	Twy to write the contents that are
Evaluation Criterion A	You can follow the rules for writing sentences and write sentences in the correct word order.	in line with the purpose and written in an easy-to-understand way.	Try to write the contents that are in line with the purpose and written in an easy-to-understand way.
Evaluation	There is a slight error, but they are able to	Able to write the contents that is in	Try to write the contents that is in
Criterion	write them in the correct word order so that the	line with the purpose.	line with the purpose.
В	meaning of the sentences can be understood.		

	Step			Verdict						
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉				
1	~1	Goal: Talk about what you thought	ght of your summer vacation. Preparation							
	(50-53)	Let's learn the expressions to say v	-							
		[Introduction]								
		· Exposure to the words and								
		expressions to be learnt in this unit.			<u> </u>					
		[Watch the Scene]		*1						
		Make them aware of what they will								
		be able to do in this unit.								
		[Jingle]								
		Familiarize yourself with words and			<u> </u>					
		phrases related to impressions and								
		things you did during your summer								
		vacation.								
		[Words and Phrases] [Jingle]								
		- Familiarize yourself with words and								
		phrases that describe what you have								
		done.								
		[Chant]								
		· Practice expressions that describe								
		what you think and what you did								
		during the summer vacation.								
		[Activity] ①								
		Think about what you did during your								
		summer vacation.								

2	1	Goal: Talk about what you thought	of vo	ıır gıım	mory	vacation
-	(52-53)	Small Talk	I	ui suiii	111101	vacation.
	(02 00)	(Jingle)		لـر		
		Review words and phrases related to		(*1	1	
		impressions and what you did during				
		your summer vacation.				
		[Listen and Do]				
				(
		• Ask them about their impressions		$\overline{}$		
		and activities they did during the				
		summer vacation.				
		[Chant]				
		· Review the expressions that describe				
		your impressions and things you did				
		during the summer vacation.				
		[Activity]				
		· Ask each other about their				
		impressions of the summer vacation				
		and what they did.				
		· While looking at the example				
		sentences, write what you said.				
3	2	Goal: Let's say what we did last we	eeken	d or yes	sterda	ay. Preparation
	(54-55)	Let's learn how to say what we did	last v	veeken	d or y	vesterday.
		Small Talk				
		【Listen and Do①】				
		Listen to what you did yesterday.		*	1	
		[Jingle]				
		- Familiarize yourself with words and				
		phrases that describe what you have				
		done.				
		[Chant]				
		- Practice asking and answering what				
		you did yesterday.				
		[Activity] ①				
		Think about what you did last weekend.				
4	2	Goal: Let's say what we did last we	ekend	l or yes	sterda	ay.
	(54-55)	Small Talk	I			
		【Listen and Do②】				
		Listen to what you did last weekend.				
		[Jingle]				
		Review the words and phrases that				Evaluation to keep in the record of
		describe what you have done.				speaking [interaction]
		dosorro wide you have done.	11	·		[K/S] Understand the words and
		[Chant]		T	T	expressions you have learned, and
						acquire the skills to use them. <0bservation>
		Review expressions that ask or answer				[T/J/E] They ask and answer questions in
		what you did last weekend or				a purposeful manner. 〈Observation〉
		yesterday.	SI	SI	SI	[Attitude] Try to ask and answer
		[Activity]	ŊI.	l SI	SI	questions in line with the purpose. <pre><pre></pre></pre>
		Ask each other what they did last				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
		weekend.			'	
		While looking at the example				
_	0	sentences, write what you said.		<u> </u>	<u> </u>	
5	3	<u> — </u>	ecent	experie	ences	and write them down in your journal.
	(56-57)	Preparation				
		Share your recent experiences in p	airs.			

			r	Т	г		
		Small Talk					
		[Jingle] [Chant] p.50-55		$ \binom{*_1}{*_1}$)
		Review the words and expressions		"1			
		needed to convey your experience.					
		[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]					
		· Tell each other about the recent					
		events you want to convey in pairs.					
		【Friends around the World】					
		· Watch a video of a foreign child					
		talking about the events of the					
		summer vacation.					
6	3	Goal: Tell your friends about your	recent	experie	ences	s and	write them down in your journal.
	(56-57)	Small Talk		T	[
	/	[Jingle] [Chant] p.50-55					
		Review the words and expressions					uation to keep in the record of
						writ	
		needed to convey your experience.					S Students understand the sentence
		[Activity]					ructure of the familiar expression and equire the skills to write them
		• Tell each other about recent events					ecording to the rules for writing
		that left an impression on you as a					entences while being aware of word
		group.	W	W	W		eder. (Note Analysis)
		· While looking at the example					/E] Able to write in an easy-to-
		sentences, write what you said.				und	erstand way and in line with the
						purj	pose. (Note Analysis)
							tude] Try to write in an easy-to-
							nderstand way and in line with the
						pι	urpose (Note Analysis)
					'		,
7	*Let's	Goal: Know the sound of letters.		<u> </u>	<u> </u>		
'	Read	[1]	[T	Γ		
	and						
		· Listen to the audio and say it.					
	Write 4	[2]					
	(59)	- Listen to the audio and choose a word			<u> </u>		<u> </u>
		that starts with a different sound.		*1)
		[3]					
		Listen to the audio and select the word					
		that was read.					
		- Trace the letters. Write.					J
		Chinese whispers					
		- Convey one of the words of the					
		minimal pair.					
		minimai pani.		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.

[K/S] Understand the words and expressions you have learned and acquire listening skills. ⟨Evaluation test⟩

[[K/J/E] Understand the necessary information in line with the purpose. $\langle \text{Evaluation test} \rangle$

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. $\langle \text{Evaluation test} \rangle$ [T/J/E] Write content that is in line with the purpose. $\langle \text{Evaluation test} \rangle$

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 they are familiar with, and to read and understand the meaning. Also they understand the phonetic pronunciation of ch, sh, th, and wh, and have acquired the skill of connecting 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)

Unit 5 This is my hero.

The person I admire p.60-69

Domain-specif	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	(b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to			
(Interaction)	daily life using simple words and phrases and basic expressions.			
Speaking	(c) After organizing the content about familiar and simple matters, students will be able to talk about			
(Presentation)	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

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

3. Example of Evaluation Criteria for Units

- Criteria with ② and O are in the Unit Plan. ③ is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning
		Expression	
		In order to get to know the other	In order to get to know the other
	Understand the words and expressions that	person well, they can listen_to a	person well, they try to listen_to a
	describe the characteristics of a person and	cohesive story about the person	cohesive story about the person
Listening	what they have done.	they admire to get an overview and	they admire to get an overview and
Listening	○ <skills></skills>	understand the necessary	understand the necessary
	Listen to the introduction of the speaker's	information.	information.
	favorite person using the above and acquire the		
	skill to understand specific information.		
	By listening to the words and expressions that	In line with the purpose, they can	In line with the purpose, they try to
Evaluation	describe the characteristics and actions of the	understand the necessary	understand the necessary
Criterion	person, they can understand more than 80% of	information while grasping the	information while grasping the
A	them.	outline and organizing the contents.	outline and organizing the
			contents.
Evaluation	They can understand more than 60% of the	In line with the purpose, they can	In line with the purpose, they try to
Criterion	words and expressions that describe the	understand the necessary	understand the necessary
B	characteristics and actions of the person.	information using clues such as	information using clues such as
В		illustrations.	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. 	o In order to let your friends know about the person you admire, you can tell them about the characteristics of that person and what they did using simple phrases and basic expressions.	o In order to let your friends know about the person you admire, 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.	In order to get to know others better, they can read sentences written in simple phrases and basic expressions about the person they admire and understand their meaning.	In order to get to know others better, 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	 With the assistance of audio and illustrations, students can generally understand the meaning of words and expressions. 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	Attitude to proactive learning
		Expression	
	○ <knowledge></knowledge>	In order to let others understand	In order to let others understand
	Understand the sentence structure of words	themselves, they can write down	themselves, they try to write down
	and expressions that describe the	simple words and basic expressions	simple words and basic expressions
	characteristics and actions of a person that	while looking at samples about the	while looking at samples about the
Writing	they are familiar with.	characteristics and things of the	characteristics and things of the
writing	o <skills></skills>	person they admire.	person they admire.
	Students have acquired the skills to write the		
	above expressions according to the rules for		
	writing sentences, while being aware of word		
	order.		
Evaluation	You can follow the rules for writing sentences	The content is written in an easy-to-	Try to write the content in an easy-
Criterion	and write sentences in the correct word order.	understand way.	to-understand way.
A			
Evaluation	There is a slight error, but they are able to	Write the content that is in line	Try to write the content that is in
Criterion	write them in the correct word order so that the	with the purpose.	line with the purpose.
В	meaning of the sentences can be understood.		

time	Step	Goals & Activities			I	Verdict Evaluation Perspective 〈Evaluation
ume	(page)	Goals & Activities	K/S	T/J/E	Attitude	Method>
1	~1	Goal: Say the characteristics of son				
	(60-63)	Get to know the words and phrases	that	descri	be the cha	aracteristics of people close to you
		or people you like.			T	
		[Introduction]				
		• Exposure to the words and				
		expressions learned in this unit.				
		[Watch the Scene]				
		Make them aware of what they will		*1	L	
		be able to do in this unit.				
		[Words and Phrases] [Jingle]				
		- Familiarize yourself with words and				
		phrases that describe characteristics.				
		[Chant]				
		- Practice expressions that introduce				
		people's occupations and				
		characteristics.				
		[Activity] ①				
		- Think about the occupation and				
		characteristics of the person you				
		want to introduce.				
2	1	Goal: Say the characteristics of son	neone	close t	o you or s	omeone you like.
	(62-63)	Small Talk				
		[Jingle]				
		- Review words and phrases that				
		describe characteristics.				
		【Listen and Do】				
		- Listen to the characteristics of the		*	1	
		person.				
		[Chant]				
		- Review expressions that introduce				
		people, their occupations,				
		characteristics, etc.)		
		[Activity]				
		• Introduce each other to your favorite				
		people and their characteristics.				
		· While looking at the example				
		sentences, write what you said.				
3	2	Goal: Say what they did about the	peopl	e you l	ike. Prepa	aration
	(64-65)	Let's learn the expressions that say	wha	t your	favorite p	erson did.
		Small Talk				
		[Listen and Do(1)]				
		- Listen to what various people have				
		done.				<u> </u>
		[Jingle]		*1	1	
		- Familiarize yourself with words and				
		phrases that describe what you have				
		done.				
		[Chant]				
		- Practice expressions that are to talk				
		about their profession and what they				
		have done.				

		[Activity] Think about what your favorite person did.	
4	2 (64-65)	Goal: Say what they did about the small Talk [Listen and Do2] - Listen to the outline of the person. [Jingle] Review the words and phrases that describe what you have done. [Chant] - Review expressions that introduce a person's occupation and what they have done. [Activity] Tell each other about your favorite person. • While looking at the example sentences, write what you said.	*1

time	Step	Goals & Activities				Verdict Evaluation Perspective \(\) Evaluation	
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Method	
5	3	Goal: Tell people about the person you admire. Preparation					
	(66-67)	Tell each other about the person yo	u adn	nire in	pairs.		
		Small Talk					
		[Jingle] [Chant] p.62-65					
		- Review the expressions necessary to					
		introduce your favorite person.					
		[Watch and Do]					
		Listen to the lines and follow the letters		*1	L		
		with your fingers.					
		• Think about how to convey it.					
		- Say the lines according to the video. [Activity]					
		• Tell each other about the person you					
		admire in pairs.					
		Friends around the World					
		· Watch a video of a foreign child					
		introducing a person they admire.					
6	3	Goal: Tell people about the person	V011 9	dmire			
	(66-67)	Small Talk	, o a a				
	(00 01)	[Jingle] [Chant] p.62-65					
		- Review the expressions necessary to					
		introduce your favorite person.		*1	1		
		[Activity]			_		
		· Present in the group about the					
		person you admire.					
		While looking at the example			· · · · · · · · · · · · · · · · · · ·		
		sentences, write what you said.					
7	*Let's	Goal: Learn the sound of letters.					
	Read	[1] [2]					

and Write 5 (69)	 Listen to the reading of the alphabet and repeat. Lowercase Karuta Check if the sounds of the alphabet are connected to the letters. [3] Listen to the audio and select the word that was read. Trace the letters. Write. 	*1		
	Listen to the audio and select the word that was read.			
	(4) Listen to the audio and repeat.			
	[5] Listen to the audio and choose the one			
	that was read.			

^{*} 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.

[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. $\langle \text{Evaluation test} \rangle$

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. $\langle \text{Evaluation test} \rangle$

y , , ,			

Unit 6
My favorite memory is the school trip. Memories of elementary school

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. (b) To be able to communicate one's thoughts and feelings about familiar and simple matters related to Speaking (Interaction) daily life using simple words and phrases and basic expressions. Speaking (c) After organizing the content about familiar and simple matters, students will be able to talk about (Presentation) 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.

p.70-79

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

	School	entrance ceremony, field trip, swimming meet, sports festival, school camp, school trip, drama	
	Events festival, school marathon, music festival, graduation ceremony		
phrase	what did we do? Saw many animals, ate lunch, ran fast, won first place, made curry and rice, enjoyed the campfing saw Tokyo Skytree, bought souvenirs, made a costume, played Cinderella, enjoyed singing, play the recorder		
	impressions	fun, great, exciting	
	: o.m	What's your favorite memory? — It's (the school trip). It was (fun).	
expressi	1011	My favorite memory is (the school trip). (I bought souvenirs).	

3. Example of Evaluation Criteria for Units

- Criteria with ② and O are in the Unit Plan. ③ is for the summative evaluation to be kept on record. O 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	Attitude to proactive learning	
		Expression		
	○ <knowledge></knowledge>	In order to learn about the	In order to learn about the	
	Understand the words and expressions that	memories of elementary school that	memories of elementary school	
	express your impressions about the memorable	others want to convey, they can	that others want to convey, they	
Listening	school events and describe what you did there.	listen to a series of stories about	try to listen to a series of stories	
Listening	○ <skills></skills>	school events and impressions, get	about school events and	
	Listen to the memories of elementary school	an overview, and understand the	impressions, get an overview, and	
	using the above and acquire the skill to	necessary information.	understand the necessary	
	understand specific information.		information.	
	They can understand more than 80% of the	In line with the purpose, they can	In line with the purpose, they try to	
Evaluation	words and expressions that describe	understand the necessary	understand the necessary	
Criterion	memorable school events and their	information while grasping the	information while grasping the	
A	impressions.	outline and organizing the contents.	outline and organizing the	
			contents.	
Evaluation	They can understand more than 60% of the	In line with the purpose, they can	In line with the purpose, they try to	
Criterion	words and expressions that describe	understand the necessary	understand the necessary	
B	memorable school events and their	information using clues such as	information using clues such as	
Б	impressions.	illustrations.	illustrations.	

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

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

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

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	There is a slight error, but they were able to	Able to write the content that is in	Try to write the content that is in		
Criterion	write them in the correct word order so that the	line with the purpose.	line with the purpose.		
В	meaning of the sentences can be understood.				

4. Uni	t Plannin	g I				Verdict		
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude		Perspective Method>	\(\rm \text{Evaluation}\)
1	~1	Goal: Ask each other about memor	able s	chool e	vents. Pr	eparation		
	(70-73)	Let's learn the expressions that con	nvey r	nemora	able schoo	ol events.		
		[Introduction]						
		• Exposure to the words and						
		expressions learned in this unit.		(*1			
		[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 school events.						
		【Listen and Do①】						
		· Listen to memorable school events						
		and their impressions.						
		[Chant]						
		- Practice expressions that ask each						
		other about their memories of						
		elementary school.						
		[Activity] ①						
		- Think about school events that you						
		remember.						
2	1	Goal: Ask each other about memor	able s	chool e	vents.			
	(72-73)	Small Talk		_				
		[Jingle]		*	1			
		Review words and phrases that						
		describe school events.						
		[Listen and Do2]						
		- Listen to an overview of a memorable						
		school event.						
		[Chant]						
		- Review expressions that ask each						
		other about their memories of						
		elementary school.						
		[Activity]						
		· Ask each other about memorable						
		school events and make a ranking						
		table.						
		· While looking at the example						
3	2	sentences, write what you said. Goal: Let's say what you did at a n	1022	oblo or	zont Duon	aration		
J	(74-75)	Let's learn the expression to say so			_		ol avant	
	(14 10)	Small Talk	1116111	ing ma	was uon	c at a 80110	or evellt.	
		[Words and Phrases] [Jingle]						
		- Familiarize yourself with words and						
		phrases that describe what you have						
	<u> </u>	pinases mat describe what you have	l	<u> </u>	l	l		

		done. [Chant] Practice expressions that convey memorable school events and what you did there. [Activity] ① Think about memorable events and what you did there.					
4	2	Goal: Let's say what you did at a memorable event.					
	(74-75)	Small Talk					
		[Listen and Do]		*:	1)
		Listen to memorable school events					
		and what you did there.					
		[Jingle] [Chant]					
		Review the phrases and expressions					J
		that convey the memorable school					
		events and what you did there.					

		that convey the memorable school				
		events and what you did there.				
	Step					Verdict
time	(page)	Goals & Activities	K/S	T/J/E	Attit	ude Evaluation Perspective (Evaluation Method)
		[Activity]				Wethout
		• Tell each other about memorable				
		school events and what you did				
		there.				
		While looking at the example				
		sentences, write what you said.				
5	3	Goal: Share your memories of elem	ontor	y saha	ol Dra	ongration
"	(76-77)	Share your memories of elementary				eparation
	(10 11)	Small Talk	SCIIC	01 III p	a11 8.	
		[Jingle] [Chant] p.70-75				
		- Review the words and expressions				
				*:	1	
		necessary to convey memories of elementary 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]				
		1				
		· Share your memories of elementary				
		school in pairs. [Friends around the World]				
		· Watch a video of a foreign child			1	
		talking about his memories of				Evaluation to keep in the record of
C	9	elementary school.		vy aab a	1	Speaking [presentation]
6	(70-77)	Goal: Share your memories of elem	entar [y scnoo)1 .	[K/S] Understand the words and expressions you have learned, and
	(76-77)	Small Talk				acquire the skills to use them.
		[Jingle] [Chant] p.70-75				(Observation)
		- Review the words and expressions				[T/J/E] Communicate in line with the
		necessary to convey memories of				purpose _o (Observation)
		elementary school.	an	αD	(ID	[Attitude] Trying to convey it in line with
		[Activity]	SP	SP	SP	the purpose. (Observation)
		• Present your memories of elementary				(onset various)
		school in the group.				

		While looking at the example sentences, write what you said.
7	*Let's	Goal: Have fun with rhyming sentences.
	Read 1	[1]
	(79)	Listen to the audio and repeat
		- Read in rhythm and make them
		realize that they are rhyming.
		- 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.

[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. $\langle \text{Evaluation test} \rangle$

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)

REVIEW2

p.80-81

Domain-spec	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	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking					
(Interaction)	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 $4\sim6$ according to the objectives.

2. Target Language

Unit 4

	impressions	great, good, fun, exciting
	Where we've	beach, park, river, mountains, lake, grandparents 'house, stadium, etc.
	been	
	What we saw	Rainbow, Beetle, Fireworks, Movie, Soccer Game, etc.
	What we ate	watermelon, grilled fish, curry and rice, etc.
	What we	swimming, fishing, hiking, camping,
	enjoyed	
phrase	What I	soccer uniform
piirase	bought	
	What did we	badminton, piano
	do?	
	What we	curry and rice, model ship
	made	
	What you	book
	read	
	Past behavior	went to, saw, ate, enjoyed, watched, bought, played, made, read
oven mo a a i		How was your summer vacation? — It was (great). I (went to the beach).
expressi	1011	What did you do yesterday? — I (played tennis) (yesterday). It was (exciting).

Unit 5

	feature	smart, kind, creative, famous, funny, gentle, popular, cool, etc.			
phrase	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.		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

	School	entrance ceremony, field trip, swimming meet, sports festival, school camp, school trip, drama					
nhuasa	Events festival, school marathon, music festival, graduation ceremony						
phrase	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
Ī			What's your favorite memory? — It's (the school trip). It was (fun).
expression		on	My favorite memory is (the school trip). (I bought souvenirs).

3. Example of Evaluation Criteria for Units

As for the purpose of language activities (underlined part), please change according to the actual situation of each school.

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

	Knowledge & Skills	Thought, Judgement, and Expression	Attitude to proactive learning
Speaking [Interaction]	<pre>< knowledge ></pre>	Able to continue to have a conversation using simple phrases and basic expressions to learn about each other's recent situation.	
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. UIII	Only Flamming							
	Ston	Step (page) Goals & Activities	Verdict					
time	(page)		K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)		
1	(80)	Goal: Talk to foreigners about recent events. Preparation			n			
		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			

		[Try]Listen to Mia's story and take a summary to speak in response to her story.Say what you think of Mia's story, talk about yourself, and continue the conversation.	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] They are trying to get the information they need according to their objectives. (Note Analysis)			
2	(80-81)	Goal: Talk to foreigners about rece Small Talk Introduction to the Challenge. [Try] Think of a better way to speak and speak again. [Challenge] Answer questions.	nt ev	ents.	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. <pre>(Observation)</pre> [T/J/E] Keeping the conversation in line with the purpose. <pre>(Observation) </pre> (Note Analysis) [Attitude] Trying to keep the conversation going in line with the purpose. <pre>(Observation)</pre> (Note Analysis)

Unit 7

I want to be a fashion designer.

Future Dreams and Occupations

p.82-91

Domain-specif	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	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking				
(Interaction)	questions and answering questions on the spot using simple words and basic expressions.				
Speaking	(c) After organizing the content about familiar and simple matters, students will be able to talk about				
(Presentation)	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				

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.

expressions that are sufficiently familiar, referring to example sentences

Relationship with Other Subjects: Career Education

2. Target Language

		an actor, a teacher, a police officer, an illustrator, a soccer player, a comedian, a pastry chef, a pilot,
nhmaga	occupation	a farmer, a voice actor, a game creator, a scientist, a fire fighter, a doctor, an astronaut, a baker, a
phrase	occupation	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).

- Criteria with \odot and \circ are in the Unit Plan. \circ is for the summative evaluation to be kept on record. \circ 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	Attitude to proactive learning
		Expression	
	○ <knowledge></knowledge>	In order to understand others'	In order to understand others'
	Understand the words and expressions that	thoughts, they can listen to a	thoughts, they try to listen to a
	describe the profession you want to pursue in	cohesive story about the profession,	cohesive story about the profession,
Listening	the future and why.	grasp the overview, and understand	grasp the overview, and
Listening	○ <skills></skills>	the necessary information.	understand the necessary
	Listen to stories about future dreams using the		information.
	above and acquire the skills to understand		
	specific information.		
	Able to understand more than 80% of the	In line with the purpose, they can	In line with the purpose, they try to
Evaluation	words and expressions that describe the	understand the necessary	understand the necessary
Criterion	profession and the reasons.	information while grasping the	information while grasping the
A		outline and organizing the contents.	outline and organizing the
			contents.
Evaluation	Able to understand more than 60% of the	In line with the purpose, they are	In line with the purpose, they try to
Criterion	words and expressions that describe the	able to understand the necessary	understand the necessary
B	profession and the reasons.	information using clues such as	information using clues such as
D		illustrations.	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. 	⊙ In order to understand each other's ideas with friends, they can ask and answer questions about the profession they want to pursue in the future using simple phrases and basic expressions.	⊙ In order to understand each other's ideas with friends, 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]	o <knowledge> Understand the expressions that explain the type of work you want to do in the future and why. o <skills> Using the above expressions, they have acquired the skills to convey themselves.</skills></knowledge>	o In order for the listeners to know their thoughts, 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.	o In order for the listeners to know their thoughts, 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	<pre>< 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.</pre>	In order to understand others' thoughts, they can read sentences written in simple words and basic expressions about the profession and understand the meaning.	In order to understand others' thoughts, they try to read sentences written in simple words and basic expressions about the profession 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> 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 	In order to keep a record of their future dreams, 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.	In order to keep a record of their future dreams, 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	You can follow the rules for writing sentences	The content is written in an easy-to-	Try to write the content in an easy-
Criterion	and write sentences in the correct word order.	understand and an organized way.	to-understand and an organized
A			way.
Evaluation	There is a slight error, but they are able to	Able to write content that is in line	Try to write content that is in line
Criterion	write them in the correct word order so that the	with the purpose.	with the purpose.
В	meaning of the sentences can be understood.		

. 0111	t Plannin	Verdict				
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉
1	~1	Goal: Ask each other what kind of	job th	ey wan	it to pursi	ue in the future. Preparation
	(82-85)	Let's learn the expressions to ask	and a	answer	what kir	nd of job you want to have in the
		future.	r	r		
		[Introduction]				
		• Exposure to the words and				
		expressions learned in this unit.				
		[Watch the Scene]		*1		
		Make them aware of what they will				
		be able to do in this unit.				
		[Words and Phrases] [Jingle] p.82,84				
		- Familiarize yourself with words and				
		phrases that describe occupations.				
		[Chant]				
		Practice expressions by asking each				
		other about the profession you want				
		to have.				
		[Activity] ①				
		- Think about the profession you want				
2	1	to pursue in the future. Goal: Ask each other what kind of	ioh +h	orr rrron	t to numar	in the future
4	(84-85)	Small Talk	00 11	ey wan	t to purst	le III the luture.
	(04 00)	(Jingle)				
		- Review words and phrases that				
		describe occupations.		*1		
		[Listen and Do]				
		- Ask about the profession you want to				
		work in.				
		[Chant]				
		- Review expressions that ask each				
		other about the profession they want				
		to do.				
		[Activity]				
		· Ask each other what kind of job you				
		want to do.				
		· While looking at the example				
		sentences, write what you said.				
3	2	Goal: Tell us what you want to do i	n the	future	and why.	Preparation
	(86-87)	Let's learn the expressions that tel	l wha	t kind o	of job you	want to get in the future and why
		Small Talk				
		【Listen and Do①】		*	1	
		- Ask about the profession you want to			_	
		work in.				
		- Learn how to express yourself to say				
		why.				
		[Jingle] [Chant]				

^ -	2 (86-87)	 Practice words and expressions that ask and answer questions about the profession you want to do and why. [Activity] ① Think about what kind of job you want to do in the future and why. Goal: Tell us what you want to do i Small Talk 	n the	future	and	why.
		 [Listen and Do②] Ask them what kind of job they want to do and why. [Jingle] p.82,84 Review words and phrases that describe occupations. [Chant] Review the expressions that ask and answer the profession you want to do and the reason for it. [Activity] 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	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 ask and answer questions in line with the purpose. (Observation) [Attitude] Trying to ask and answer questions in line with the purpose. (Observation)

	Step	G 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				Verdict
time	(page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective (Evaluation Method)
5	3	Goal: Tell them about your dreams	for th	ne futu:	re. Prepai	ration
	(88-89)	Let's share our dreams for the futu				
		Small Talk				
		[Jingle] [Chant] p.82-87				
		- Review the words and expressions		*	1	
		necessary to convey your future				
		dreams.				
		[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]				
		• Tell each other about your dreams for				
		the future.				
		【Friends around the World】				
		· Watch videos of children from other				
		countries talking about their dreams				
		for the future.				
6	3	Goal: Tell them about your dreams	for th	ne futu	re.	r
	(88-89)	Small Talk				
		[Jingle] [Chant] p.82-87			*1	
		- 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	Goal: Enjoy the story.	
	Read 2	Watch the story.	
	(91)	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.

[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. $\langle {\sf Evaluation \ test} \rangle$

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)

	_		
	-		
	-		
ake an	J		
words and			
ion test〉			

Unit 8

I want to join the brass band.
Junior High School Life and Club Activities p.92-101

Domain-specif	ic 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	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking
(Interaction)	questions and answering questions on the spot using simple words and basic expressions.
Speaking	(c) After organizing the content about familiar and simple matters, students will be able to talk about
(Presentation)	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.
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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

		baseball team, swimming team, tennis team, soccer team, track and field team, basketball team,
	Club	table tennis team, chorus, brass band, art club, science club, <i>judo</i> club, computer club, English club,
		dance club
phrase	In middle	go on a field trip, sing in the chorus contest, wear the school uniform, attend Career Day, make
	school	many friends, study English hard, do volunteer work
	Things you	
	want to do	
		What club do you want to join? $-$ I want to join (the soccer team). $-$ That's great!
expressi	1011	What do you want to do in junior high school? $-$ I want to (study English hard).

- ullet Criteria with igotimes and igotimes are in the Unit Plan. igotimes is for the summative evaluation to be kept on record. igotimes 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	Attitude to proactive learning
		Expression	
	○ <knowledge></knowledge>	In order to find out what they want	In order to find out what they want
	Understand the phrases and expressions that	to do in junior high school, they	to do in junior high school, they try
	express what you want to do in junior high	listen to_introductions to junior	to listen to_introductions to junior
Listening	school such as club activities and the reasons.	high schools and stories about what	high schools and stories about
Listening	○ <skills></skills>	others want to do in junior high	what others want to do in junior
	Listen to the above stories about what you	school, get an overview, and	high school, get an overview, and
	want to do in junior high school and acquire the	understand the necessary	understand the necessary
	skills to listen to specific information.	information.	information.
	Able to understand more than 80% of the	In line with the purpose, they	In line with the purpose, they try to
Evaluation	phrases and expressions that expressed what	understand the necessary	understand the necessary
Criterion	they want to do in junior high school, such as	information while grasping the	information while grasping the
A	club activities, and the reasons for it.	outline and organizing the contents.	outline and organizing the
			contents.

Evaluation	Able to understand more than 60% of the	In line with the purpose, they can	In line with the purpose, they try to
Criterion	phrases and expressions that expressed what	understand the necessary	understand the necessary
B	they want to do in junior high school, such as	information using clues such as	information using clues such as
ь	club activities, and the reasons for it.	illustrations.	illustrations.

	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. 	In order to share their expectations for junior high school with their friends, they can ask and answer questions about what they want to do in junior high school using simple phrases and basic expressions.	In order to share their expectations for junior high school with their friends, 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. 		⊙ In order to show the listener your expectations for junior high school, 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.	In order to know what others think, 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.	In order to know what others think, 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 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	Attitude to proactive learning
	Expression	

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

		anning tep G. J. S. A			Verdict			
time	Step (page)	Goals & Activities	K/S	T/J/E	Attitude	Evaluation Perspective 〈Evaluation Method〉		
1	~1 (92-95)	Goal: Say what club activities you Let's learn the expressions to ask a [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 Do(1)] • 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			he club ac	igh school. Preparation		
2	1 (94-95)	want to do in junior high school. Goal: Say what club activities you 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.	want	to do in		igh school.		

		 While looking at the example 					
		sentences, write what you said.					
3	2	Goal: Say what you want to do in j	unior	high s	chool.	Pre	paration
	(96-97)	Let's learn how to ask and answer		_			-
		Small Talk		T			
		【Listen and Do①】		_			
		· Ask them what they want to do in		(,	*1)
		junior high school.			1		
		[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.					
4	2	Goal: Say what you want to do in j	unior	high s	chool.		
	(96-97)	Small Talk	[[T		
		[Listen and Do(2)]					
		· Understand an overview of what you		(,	*1)
		want to do in junior high school.			1		
		[Jingle] [Chant]					
		- Review the words and expressions					
		that you will use to ask and answer					
		questions about what you want to do			Τ		
		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.					
,							
	Step						Verdict
time	(page)	Goals & Activities	K/S	T/J/E	Attit	ude	Evaluation Perspective (Evaluation Method)
5	3	Goal: Write a letter about what you	ı wan	nt to do	in iui	nior	=:========
_	(98-99)	Think about the content of the tha			-		-
		high school.	v		,		
		Small Talk	[T	T		
		[Jingle] [Chant] p.92-97					
		Review the words and expressions					
		necessary to convey what you want to		(,	*1		
		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.					
6	3	Goal: Write a letter about what you	ı wan	it to do	in jui	nior	high school.
	(98-99)	Small Talk	[T	T		
		【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. <pre>(Observation)</pre> [T/J/E] Communicate in line with the purpose. <pre>(Observation)</pre> [Attitude] Try to convey it in line with the purpose. <pre>(Observation)</pre> 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. <pre>(Note Analysis)</pre> [T/J/E] Write in line with the purpose. <pre>(Note Analysis)</pre> [Attitude] Try to write in line with the purpose. <pre>(Note Analysis)</pre>
7	Let's	Goal: Enjoy the story.		<u> </u>	T	
	Read 3	Watch the story.				
	(101)	Listen to the audio and repeat.				
		• Listen while following the letters				
		with your fingers.				
		- Answer questions about the content.				
1		- Say the lines according to the video.		1		

^{*} 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.

[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. $\langle \text{Evaluation test} \rangle$

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)

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the ences rder.				
Note				

REVIEW3

p.102-103

Domain-spec	ific goals in the course of study			
Listening	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	(c) To be able to communicate with each other about themselves, others, and personal belongings by asking			
(Interaction)	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

• As for the purpose of language activities (underlined part), please change according to the actual situation of each school.

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

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

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

4. Unit Planning									
	Step	Goals & Activities					Verdict (P. d. vi		
time	(page)		K/S	T/J/E	Attit	ude	Evaluation Perspective 〈Evaluation Method〉		
1	(102)	Goal: Make a proposal that meets	oal: 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	Lis [K/s] ex th [T/s] in ([Att nee	luation to keep in record of tening S] Understand the words and expressions you have learned. Acquire the listening skills. (Note Analysis) J/E] Understand the necessary efformation according to the purpose. (Note Analysis) titude] Try to get the information they are according to their objectives. (Note lysis)		
2	(102-	Goal: Make a proposal that meets the conditions.							
	103)	Small Talk Introduction to the Challenge. [Try] Think about how to make a better proposal and speak again. [Challenge] Answer questions.	SI	SI	SI	Spe [K/ e a [T/ t]	aluation to keep in the record of eaking [interaction] (S] Understand the words and expressions you have learned, and equire the skills to use them. (Observation) (J/E] Able to communicate in line with the purpose. (Observation) (Note nalysis)		
					•	[Attitude] Try to communicate is with the purpose. (Observation) Analysis)			