

# List of learning and guidance contents (5<sup>th</sup> Grade) [Excerpt 2023.10.31]

・ L1=Lesson 1 L=Listening, R=Reading, SI=Speaking[Interaction], SP=Speaking[Presentation], W=Writing, □=Teaching Scene, ○=Formative Evaluation, ●=Evaluation to be recorded,  
 "The evaluation criteria mainly refer to the evaluation (●) to be recorded.

Month		Lessons, etc.	Main language activities and contents, etc.	Main Target Language	L	R	SI	SP	W	Evaluation Criteria (Evaluation to be recorded)	Time	
		Let's say it in English	Middle Grade Review	[Expression] I like ... / I want ... / I have .... [Vocabulary] Name of the thing / Color / Shape / Day of the week / Weather / Feeling							3	
4	Unit 1	Introduce yourself										
	HOP	1	Hello! 【Goal】 Have a learning outlook for Unit 1.	Studied Target Language Target Languages in Lesson 1~2							[Attitude to proactive learning] ・ Engage in language activities with a sense of purpose and are aware of what you want to do.	1
5	STEP	L1	My name is Jun. 【Goal】 Tell each other about yourself, such as your name and birthday, to let others know about yourself better.	Panorama April Classroom Part 1: Communicating Names Part 2 Sharing Birthdays Step-up Introduce yourself Sound Chant (ABC Song) Word Chant (Mon) Phrase Chant (My name is Nao). Small Talk (like)	[Expression] My name is ... / My birthday is ... / When is your birthday? [Vocabulary] have / name of month / ordinal number (date) / food / sport / animal / color	○					[Speaking [Interaction]] [Knowledge and Skills] - Understand the meaning and function of words and expressions that convey names, birthdays, favorite things, etc. ・ Acquire the skills to communicate with each other about names, birthdays, favorite things, etc., by correctly using words and phrases and expressions, asking and answering questions. [Thoughts, Judgements, and Expressions] ・ To let others know you better, able to continue the conversation by asking and answering questions about your name, birthday, favorite things, etc. [Attitude to proactive learning] - Trying to keep the conversation going by asking and answering questions about your name, birthday, or favorite things to let others know you better. ・ Engage in language activities with a sense of purpose and are aware of what you want to do.	5
		ABC Fun Box 1	Recognition of alphabet shapes and name reading/BINGO (song)/romaji			○			○			1
6	STEP	L2	I play soccer on Tuesdays. 【Goal】 In order to let others know you better, tell each other about your favorite subjects and what you usually do.	Panorama School Life Part 1 Tell each other about your favorite subjects Part 2 Tell them what kind of subjects are available on what day of the week Part 3 Tell each other what you usually do at school or at home Step-up Tell each other what you usually do best and do well Sound Chant (ABC Chant) Word Chant (Subject) Phrase Chant (I play soccer on Sundays. Small Talk (what you have)	【Expression】 I like (subjects). / Do you like (subjects)? / I have (subjects) on (days of the week). / I (verbs) on (days of the week). 【Vocabulary】 Subject name / Day of the week / Every day / Usually / Verbs (clean / cook / go / have / like / play / practice / read / sing / study / watch) / sports	○					[Speaking [Interaction]] [Knowledge and Skills] - Understand the meaning and function of words and expressions that convey your favorite subjects and what you usually do. ・ Acquire the skills to communicate with each other about their favorite subjects and things they usually do, using words and phrases correctly, asking and answering questions. [Thoughts, Judgements, and Expressions] ・ In order to let others know you better, able to continue the conversation by asking and answering questions about your favorite subjects and things you usually do. [Attitude to proactive learning] ・ In order to let others know you better, try to keep the conversation going by asking and answering questions about your favorite subjects and things you usually do. ・ Engage in language activities with a sense of purpose and are aware of what you want to do.	7
		End-of-Lesson Tests			●	●						
	JUMP	1	My name is Waka. 【Goal】 Introduce yourself to your friends and teachers to get to know them better.	Studied Target Language Target Languages in Lesson 1~2				●			[Speaking [Presentation]] [Knowledge and Skills] - Understand the meaning and function of words and expressions that convey your name, birthday, and what you usually do. - Acquire the skills to speak about your name, birthday, and what you usually do using simple phrases and basic expressions. [Thoughts, Judgements, and Expressions] ・ In order to let others know you better, you can select appropriate content and convey it, make sure that what you are talking about is being conveyed, talk while watching the listener, and introduce yourself to your friends and	2

												teachers. [Attitude to proactive learning] • In order to let others know you better, you are trying to introduce yourself to your friends and teachers by selecting appropriate content and communicating it, or by talking while watching the listener to see if they are getting what you are talking about. • Engage in language activities with a sense of purpose and are aware of what you want to do.				
End-of-Unit Tests											•				•	
	ABC Fun Box 2	Alphabetic Reading (ABC Chant) / Initial Sounds / Lowercase Shapes					○				○			1		
	ABC Fun Box 1 & 2 Summary	Summary of alphabet name readings					○				○			1		
7	Story Time	1	Stories from around the world	The North Wind and the Sun	Studied Target Language			○					[Listening] [Thoughts, Judgements, and Expressions] • Listen to the story while looking at the picture, grasp the order of the contents, organize the information, and understand the content of the story with a lot of repetition. [Attitude to proactive learning] • Listening to the story while looking at the picture, trying to understand the order of the contents, organize the information, and understand the content of the story with a lot of repetition.	1		
Unit 2 Let me introduce you to the people you admire																
	HOP	2	This is my hero. [Goal] Have a learning outlook for Unit 2.		Studied Target Language Target Languages for Lesson 3~5								[Attitude to proactive learning] They are aware of whether they have achieved their goals and what they have been able to do.	1		
9	STEP	L3	He is my brother. [Goal] • Tell each other about your name, your relationship with your friends, and their personality and characteristics in order to let others know your friends and family better. - Write about your friends and family, your relationship with them, their personalities and characteristics, referring to the sample phrases and expressions.	Panorama family, what is in the house Part 1 Tell each other the names of people close to you and your relationship with them Part 2 Communicate the personality and characteristics of people close to you Step-up Introduce or write about your friends and family	[Expression] He [She] is (name/relationship). / Who is this? / This is ... [ Vocabulary ] friend / family / personality / characteristics (active, brave, cool, cute, famous, friendly, funny, kind, popular, smart, strong, talented/ Animals	○							[Speaking [Interaction] [Knowledge and Skills] - Understand the meaning and function of words and expressions that convey the relationship with one's friends and family, their personality, and characteristics. • Acquire the skills to communicate with friends and family members by asking and answering questions correctly using phrases and expressions such as their relationships with themselves and their personalities and characteristics. [Thoughts, Judgements, and Expressions] • In order to let others know friends and family, able to continue to have conversations by asking and answering questions about the person's name, relationship with you, personality and characteristics, etc. [Attitude to proactive learning] • Trying to keep the conversation going by asking and answering questions about the person's name, relationship with them, personality and characteristics, etc., in order to let others know their friends and family. • They're aware of whether they have achieved their goals and what they have been able to do. [Writing] [Knowledge and Skills] - Understand the meaning and function of words and expressions that convey the relationship with one's friends and family, their personality, and characteristics. • Acquire the skills to write about friends and family, their relationships with themselves, their personalities and characteristics, etc., while looking at sample words and expressions.	5		
	End-of-Lesson Tests							•	•							
	Hello, World!			World Sport										—		
	STEP	L4	I can jump high. [Goal] Tell each other what you	Panorama: What to do at a leisure land Part 1: Answer whether you can or not	[Expression] I can ... / I can't ... / Can you ...? / Yes, I can. / No, I can't. [Vocabulary] Verbs (climb, cook, dance, eat, jump, play, ride, run,	○							[Speaking [Interaction] [Knowledge and Skills] - Understand the meaning and function of words and expressions that convey what you can do.	7		

10		can do to get to know each other better.	Part 2: Tell each other what you can do	sing, ski, swim, touch) / Adverbs (fast, high, well) / Sports / Musical Instruments / Animals							<ul style="list-style-type: none"> <li>Acquire the skills to communicate with each other by correctly using words and expressions and asking and answering questions about what they can do.</li> </ul> [Thoughts, Judgements, and Expressions] <ul style="list-style-type: none"> <li>In order to convey memories of elementary school life, they can continue to have conversations by asking and answering questions about changes in things around us.</li> </ul> [Attitude to proactive learning] <ul style="list-style-type: none"> <li>Trying to keep the conversation going by asking and answering questions about what they can do to let others know each other better.</li> <li>They're aware of whether they have achieved their goals and what they have been able to do.</li> </ul>	
		Part 3: Ask if you can	Step up: Tell them what you can do or ask them to learn more about your friend		○	○	●					
		End-of-Lesson Tests			●	●						
		ABC Fun Box 3	Connecting words and their pictures (word recognition) / Pease Porridge Hot (song) / Organizing alphabet name reading and reading aloud				○					1
STEP	L5	She can bake cookies.	Panorama: The town and the people who work there	[Expression] This is ... / He [She] is (occupation). / He [She] can ... / I am good at ... / He [She] is good at ...	○						<u>Speaking [Interaction]</u> <u>[Knowledge and Skills]</u> <ul style="list-style-type: none"> <li>Understand the meaning and function of words and expressions that convey what you can do and what you are good at by people you admire or those close to you.</li> <li>Acquire the skills to communicate with each other about what you can do and what you are good at and what you are good at by using words and expressions correctly, and asking and answering questions about the people you admire and those close to you.</li> </ul> [Thoughts, Judgements, and Expressions] <ul style="list-style-type: none"> <li>In order to convey memories of elementary school life, able to continue to have conversations by asking and answering questions about changes in things around us.</li> </ul> [Attitude to proactive learning] <ul style="list-style-type: none"> <li>In order to let others to know the person you admire or the person close to you, try to keep the conversation going by asking and answering questions about what the person can do and what they are good at.</li> <li>They're aware of whether they have achieved their goals and what they have been able to do.</li> </ul>	7
		<b>【Goal】</b> In order to introduce the person you admire or the person close to you better, tell each other what they can do and what they are good at.	Part 1 Communicating the Occupations of Different People	[Vocabulary] Occupation (baker, carpenter, cook, doctor, fire fighter, florist, nurse, police officer, reporter, shopkeeper, teacher, vet, etc.) / Personality / What I'm good at (cooking, dancing, fishing, singing, swimming) / Sports / Musical instruments	○	□	□					
		End-of-Lesson Tests			○	○	●					
11	JUMP	2	She is my hero.	Studied Target Language Target Languages for Lesson 3~5						●		2
		<b>【Goal】</b> In order to let others know how wonderful the person you admire is, introduce him/her to their friends.										
		End-of-Unit Tests			●					●		
12	Try	A day in life		I (verbs) at (time).			○					3

Story Time	2	Ken's Adventures	Hello, Pam!	Studied Target Language							<u>Reading</u> [Knowledge and Skills] <ul style="list-style-type: none"> <li>From the audio and pictures, you can understand the meaning of written English and answer Question 1.</li> </ul> [Thoughts, Judgements, and Expressions] <ul style="list-style-type: none"> <li>While guessing the content from the audio and pictures, you can understand the meaning of the written English and answer Question 2.</li> </ul>	1	
		Stories from around the world	The Golden Ax	Studied Target Language							<u>Listening</u> [Knowledge and Skills] <ul style="list-style-type: none"> <li>Listen to the story while looking at the picture, grasp the order of the contents, organize the information, and understand the content of the story with a lot of repetition.</li> </ul> [Attitude to proactive learning] <ul style="list-style-type: none"> <li>Listening to the story while looking at the picture, trying to capture the order of the contents, organize the information, and understand the content of the story with a lot of repetition.</li> </ul>	1	
Unit 3 Let's take a look at some of the best places to visit													
1	STEP	HOP	3	Let's go to Thailand.								[Attitude to proactive learning] Recognize your own challenges and decide for yourself what to do next.	1
		L6	It is in Fukui.  <b>[Goal]</b> In order to make people feel attracted to recommended places in Japan and the region, tell each other where the places are located and what you can do there.	Panorama Jun's Room Part 1: Tell each other where things are Part 2 Tell each other where Japan's famous places are Part 3 Tell each other what you can do in Japan and local attractions Step-up quiz on recommended places and tell each other where they are and what you can do there  Sound Chant (q/k/, r/r/, s/s/, t/t/, u/n/, v/v/) Word Chant (position/direction) Phrase Chant (Where is this?. Small Talk (What Jun can do)	[Expression] Where is ...? / It is in (on / under / by) ... / It is in (place names). / It is (adjectives). / You can ...  <b>[Vocabulary]</b> Personal items (bat, bed, box, computer, desk, hat, recorder, shirt, watch, window, yo-yo, etc.) / Food / Facilities (baseball stadium, castle, museum, etc., nature, beautiful, big, verbs, eat, enjoy, see)					<u>Speaking [Interaction]</u> [Knowledge and Skills] <ul style="list-style-type: none"> <li>Understand the meaning and function of words and expressions that convey recommended places and what can be done there.</li> <li>Acquire the skills to communicate with each other about recommended places and what you can do there, using words and expressions correctly, asking and answering questions.</li> </ul> [Thoughts, Judgements, and Expressions] <ul style="list-style-type: none"> <li>In order to convey memories of elementary school life, able to continue to have conversations by asking and answering questions about changes in things around them.</li> <li>In order to make people feel attracted to recommended places in Japan and the region, they try to keep the conversation going by asking and answering questions about recommended places and what you can do there.</li> </ul> [Attitude to proactive learning] <ul style="list-style-type: none"> <li>Recognize your own issues and decide what to do next and work on them.</li> </ul>	7		
		End-of-Lesson Tests											
		Hello, World!		Japan, a great discovery									—
STEP	L7	I want to go to Kenya.		Panorama World Map and Sights Part 1 Tell each other which country you want to visit Part 2 Tell each other what you want to see and eat Step-up Tell each other about the country you want to go to and what you want to do there/write what you have told	[Expression] I want to go to (country). / I want to see.... / I want to eat ... <b>[Vocabulary]:</b> Country (Australia / Brazil / China / Egypt / France / Italy / Japan / Kenya / Russia / South Korea / the USA) / Verb (eat / go / see / want) / Food / Facilities / Animals						<u>Speaking [Interaction]</u> [Knowledge and Skills] <ul style="list-style-type: none"> <li>Understand the meaning and function of words and expressions that convey the country you want to go to and what you want to do there.</li> <li>Acquire the skills to communicate about the country you want to go to and what you want to do there, using words and phrases correctly, asking and answering questions, and communicating with each other.</li> </ul> [Thoughts, Judgements, and Expressions] <ul style="list-style-type: none"> <li>In order to let others know you better, able to continue the conversation by asking and answering questions about the country you want to go to and what you want to do there.</li> </ul> [Attitude to proactive learning] <ul style="list-style-type: none"> <li>Try to keep the conversation going by asking and answering questions about the country they want to go to and what they want to do there in order to let others know themselves.</li> </ul> - Recognize your own issues and decide what to do next and work on them.	5	
		End-of-Lesson Tests											<u>Writing</u> [Knowledge and Skills] <ul style="list-style-type: none"> <li>Understand the meaning and function of words and expressions that convey the country you want to go to and what you want to do there.</li> </ul>

											• Acquire the skills to write about the country you want to go to and what you want to do there while looking at sample phrases and expressions.		
	ABC Fun Box 4			Write letters that represent the sound of the beginning of a word / Down by the Bay (song) / Difference between sounds in Japanese and English		○				○		1	
	JUMP	3	You can swim in January.  【Goal】 Introduce your friends to recommended places to make them feel attracted to them.								<u>Speaking [Presentation]</u> [Knowledge and Skills] - Understand the meaning and function of words and expressions that convey where the recommended places are, what you can do there, and what you want to do. - Acquire the skills to talk about recommended places, where they are located, what you can do there, what you want to do, etc., using simple phrases and basic expressions. [Thoughts, Judgements, and Expressions] • In order to let others know you better, you can select appropriate content and convey it, make sure that what you are talking about is being conveyed, talk while watching the listener, and introduce yourself to your friends and teachers. [Attitude to proactive learning] • In order to make people feel attracted to recommended places, they're trying to introduce recommended places to friends by devising ways to use pictures and photos. (See Table *1) - Recognize your own issues and decide what to do next and work on them.	2	
3	Try		programming							○		2	
End-of-Unit Tests					•						•		
	Story Time	3	Ken's Adventures	World Travel							•	<u>Reading</u> [Knowledge and Skills] • From the audio and pictures, you can understand the meaning of written English and answer Question 1. [Thoughts, Judgements, and Expressions] • While guessing the content from the audio and pictures, you can understand the meaning of the written English and answer Question 2.	1
			Stories from around the world	The Mitten						○	<u>Listening</u> [Thoughts, Judgements, and Expressions] • Listen to the story while looking at the picture, grasp the order of the contents, organize the information, and understand the content of the story with a lot of repetition. [Attitude to proactive learning] • Listening to the story while looking at the picture, trying to capture the order of the contents, organize the information, and understand the content of the story with a lot of repetition.	1	
												70	

\*1 The following three points taught in Units 1 and 2 will continue to be evaluated in this unit. (1) Select and convey appropriate content. (2) Speak while watching the listeners to see if they follow. (3) Consider the order of the content in order to convey it better.