

List of learning and teaching contents (6th Grade)

• This table is current as of October 31, 2023.

• 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	Unit	Lessons, etc.	Main language activities and contents, etc.	Main Target Languages	L	R	SI	SP	W	Evaluation Criteria (Evaluation to be recorded)	Time	
4		Let's say it in English	5th Grade Review	[Expression] My birthday is ... / I like ... / I can ... / I (verb) on (Day of the Week). / I want to ... / He [She] is [Vocabulary] Birthday / Favorite things / Things you can do / Things you usually do / Countries you want to go to / Introduction to others								2
	Unit 1	Tell the story of your community										
5	HOP	1	This is our town. 【Goal】 Have a learning outlook for Unit 1.	Studied Target Language Target Languages in Lesson 1~2							[Attitude to proactive learning] • You are aware of whether you have achieved your goals and your own issues, and you have what you want to work on next.	1
	STEP	L1	We are from India. 【Goal】 Tell each other what you have in common with your friends so that you can get to know them.	Panorama Home Party	[Expression] We are ... / We like ... / We can We want to ... [Vocabulary] we / can / like / from / food / animals / musical instruments / sports / colors	○					[Speaking [Interaction]] [Knowledge and Skills] • Understand the meaning and function of words and expressions that convey common things to them. • Acquire the skills to communicate with each other by correctly using words and expressions and asking and answering questions about what they have in common.	5
				Part 1: Tell Your Friends What You Have in Common		○	□	□			[Thoughts, Judgements, and Expressions] • In order to get to know them, they continue to have conversations by asking and answering questions about what they have in common.	
				Part 2: Tell them what you can do with your friends		○	○	●			[Attitude to proactive learning] They try to keep the conversation going by asking and answering questions about things they have in common in order to get to know them.	
		Step-up Pairs look for common ground and communicate what they find in common with other pairs										
		End-of-Lesson Tests	Sound Chant (a/æ/-u/ʌ, e/e/, o/ɔ/) Word Chant (food) Phrase Chant (We can play baseball. Small Talk (what you want to do on the weekend)		●	●					• You are aware of whether you have achieved your goals and your own issues, and you have what you want to work on next.	
		Hello, World!	Festivals of the World								—	
6	STEP	L2	We have Children's Day in May. 【Goal】 • In order to make people feel the attraction of Japan and the area where they live, they can tell each other about Japan events, local facilities and nature. • Write about Japanese events, local facilities, and nature while looking at sample phrases and expressions.	Panorama: Yearly events and the town	[Expression] We have (event) in (month) • (season). / We ... / It is (adjective). / We have [don't have] (facilities and nature) in our town. [Vocabulary] Children's Day, fireworks, New Year's Day, New Year's Eve, the Doll Festival, the Star Festival/ Mon / Seasons / Verbs (dance, eat, enjoy, make, throw, watch) / facility / nature / adjectives (beautiful, big, delicious, exciting, fun, new)	○					[Speaking [Interaction]] [Knowledge and Skills] • Understand the meaning and function of words and expressions that convey about Japan events, local facilities, and nature. • Acquire the skills to communicate about Japan events, local facilities, and nature by correctly using words and expressions, asking and answering questions, and communicating with each other.	7
				Part 1: Tell each other when there is an event		○	□	□			[Thoughts, Judgements, and Expressions] • In order to make people feel attracted to Japan and the area where they live, we continue to have conversations by asking and answering questions about Japan events, local facilities and nature.	
				Part 2 Introduce each other to what they do at events and festivals		○	○	●	●		[Attitude to proactive learning] • In order to make people feel attracted to Japan and the area where they live, I try to keep the conversation going by asking and answering questions about Japan events, local facilities, and nature.	
		Part 3 Introduce each other to the facilities and nature of the area where you live										
		Step-up Introduce the charms of Japan and the area you live in to the teacher / write what you introduced									• You are aware of whether you have achieved your goals and your own issues, and you have what you want to work on next.	
		End-of-Lesson Tests	Sound Chant (i/ɪ-y/ɪ/, p/p/-b/b/, t/t-d/d/) Word Chant (年中行事) Phrase Chant (We have New Year's Day.) Small Talk (Summer Fun)		●	●					[Writing] [Knowledge and Skills] • Understand the meaning and function of words and expressions that convey about Japan events, local facilities, and nature. • Acquire the skills to write about events in Japan, local facilities, and nature	

										while looking at sample phrases and expressions.			
ABC Fun Box 1		Reading Words with Pictures / Mary Had a Little Lamb (Song) / Stress (Words)				o			o		1		
JUMP	1	We can enjoy skiing. 【Goal】 In order to learn more about the region, they can introduce local events, facilities, and nature to the teacher.		Studied Target Language Target Languages in Lesson 1~2						<u>Speaking [Presentation]</u> <u>[Knowledge and Skills]</u> - Understand the meaning and function of words and expressions that convey what they have in common with them and what kind of community they have (we), when there are events, what kind of events and festivals to do, and what kind of facilities and nature are in the community. - Acquire the skills to speak using simple phrases and basic expressions about how to communicate about what is common to them and the community (we), when there are events, what to do at events and festivals, what kind of facilities and nature are in the community, etc. <u>[Thoughts, Judgements, and Expressions]</u> • In order to let them know more about the region, I introduce the community to the teacher by watching the listener and repeating it as necessary. (See Table *1) <u>[Attitude to proactive learning]</u> • In order to let them know more about the region, I try to introduce the local area to the teacher by watching the listener and repeating it as necessary. (See Table *1) • You are aware of whether you have achieved your goals and your own issues, and you have what you want to work on next.	2		
End-of-Unit Tests					•				•				
	Try	guide		<u>[Expression]</u> Where is ...? / Go straight for ... blocks. / Turn left at facility. / Turn right [left] at the ordinal corner. / You can see it on your right [left]. <u>[Vocabulary]</u> Facilities					o		2		
7	Story Time	1	Ken's Adventures	Time Travel	Studied Target Language					•	<u>Reading [Skills]</u> • Based on the audio, you can understand the meaning of written English and answer question 1. <u>[Thoughts, Judgements, and Expressions]</u> • While guessing the content based on the audio, you can understand the meaning of the written English and answer Question 2.	1	
			Stories from around the world	Gulliver's Travels	Studied Target Language					o	<u>Listening</u> <u>[Thoughts, Judgements, and Expressions]</u> • Listening to the story while looking at the picture, grasping the order of the contents and organizing the information to capture the content of the story. <u>[Attitude to proactive learning]</u> • I am trying to grasp the content of the story by listening to the story while looking at the picture, capturing the order of the contents, and organizing the information.	1	
Unit 2 Let's pass on memories													
9	HOP	2	My Memories 【Goal】 Have a learning outlook for Unit 2.		Studied Target Language Target Languages for Lesson 3~5					o	<u>[Attitude to proactive learning]</u> • Aware of whether or not they have achieved their objectives, and are aware of the learning process that led to the achievement of their objectives.	1	
STEP	L3	I went to the beach. 【Goal】 Tell each other what you did during the summer vacation so that you can let	Panorama: Classroom after summer vacation Part 1 Tell each other where you went during your summer vacation Part 2 Tell each other what you did during your summer vacation	<u>[Expression]</u> I went to ... / I saw . / I ate . / I enjoyed ... / I made <u>[Expression / Reception]</u> (How was it? It was an adjective. <u>[Vocabulary]</u> ate / made / saw / went / enjoyed things (camping,					o	□	□	<u>Speaking [Interaction]</u> <u>[Knowledge and Skills]</u> • Understand the meaning and function of words and expressions that convey what you did during your summer vacation. • Acquire the skills to communicate about what you did during the summer vacation by correctly using words and expressions and asking and	7

		others know yourself better.	Part 3 Tell each other what you enjoyed during your summer vacation	cooking, fishing, hiking, jogging, playing cards, reading books, shopping, watching TV/ Facilities / Nature / Food / Animals							answering questions. [Thoughts, Judgements, and Expressions] • Continue the conversation by asking and answering questions about what you did during the summer vacation to get to know yourself. [Attitude to proactive learning] • Trying to keep the conversation going by asking and answering questions about what you did during the summer vacation to get to know yourself. • Aware of whether or not they have achieved their objectives, and are aware of the learning process that led to the achievement of their objectives.	
		End-of-Lesson Tests				•	•					
		ABC Fun Box 2	Word Gathering / Word Order / Take Me Out to the Ball Game (song) / Sentence stress									1
10	STEP	L4	It was green. [Goal] • In order to convey memories of elementary school life, they can tell each other in detail about the changes in things around us. • Write about changes in things around you while looking at sample phrases and expressions.	Panorama: Mountains near us Part 1 Comparing the present and the past, and communicating changes in the size and color of objects Part 2 Compare the present and the past and tell them what things have become like Step-up Remembering elementary school life and communicating the changes in things around you / writing what you have conveyed	[Expression] It is (adjective). / It was (adjective). / It is (noun). / It is (noun). [Vocabulary] was / Adjectives (big, large, long, new, old, short, small, tall) / Animals / Colors / Facilities / Nature / What to bring	○		□	□			5
		End-of-Lesson Tests				○	○	•		•		
		Hello, World!	Elementary Schools in the World									—
11	STEP	L5	We had the sports day in October. [Goal] • Share your memories of the 6th grade with each other to make a memory album. • Write about your memories of the 6th grade while looking at sample words and expressions.	Panorama: School Album Photo Selection Part 1 Sharing Memories Part 2: Tell each other what you did at a school event Part 3 Sharing Memories of 6th Grade Step-up Choose one memory of the 6th grade and share it with each other / write what you conveyed	[Expression] What is your best memory? / My best memory is (School Event). / We went [saw / ate / cleaned / climbed / played etc] ... / It was (adjective). [Vocabulary] School events (drama festival, entrance ceremony, field trip, graduation ceremony, marathon, music festival, school trip, sports day, swim meet, etc.) / recess / school lunch / Verbs (ate, cleaned, climbed, played, saw, went) / Facilities and nature / Adjectives (beautiful, cute, delicious, exciting, fun, funny, great, interesting, nice, scary)	○		□	□			7
		End-of-Lesson Tests				○	○	•		•		
	JUMP	2	My best memory is the school trip.	Studied Target Language Target Languages in Lesson 1~5						•		2

		<p>【Goal】 In order to share memories, they can look back on elementary school life and introduce the best memories of elementary school.</p>							<ul style="list-style-type: none"> - Understand the meaning and function of words and expressions that convey what you have done in the past, what you enjoyed, and what you think of it. - Acquire the skills to speak about what you have done in the past, what you enjoyed, and your impressions using simple words and basic expressions. [Thoughts, Judgements, and Expressions] • In order to share memories, I try to introduce my best memories of elementary school by looking back on my elementary school life by asking questions to the listeners. (See Outside the Table*2) [Attitude to proactive learning] • In order to share memories, I try to introduce my best memories of elementary school by looking back on my elementary school life by asking questions to the listeners. (See Outside the Table*2) • Aware of whether or not they have achieved their objectives, and are aware of the learning process that led to the achievement of their objectives. 			
End-of-Unit Tests				•					•			
	Try	shopping		[Expression] What would you like? / I'd like ... / How much is it? / It's ... dollars. / Here you are. / Thank you. 【Vocabulary】 Food				○			3	
12	Story Time	2	Ken's Adventures	Space Travel	Studied Target Language				•	<p>Reading [Knowledge and Skills]</p> <ul style="list-style-type: none"> • Based on the audio, you can understand the meaning of written English and answer question 1. <p>[Thoughts, Judgements, and Expressions]</p> <ul style="list-style-type: none"> • While guessing the content based on the audio, you can understand the meaning of the written English and answer Question 2. 	1	
			Stories from around the world	The Lion and the Mouse	Studied Target Language				○		<p>Listening [Thoughts, Judgements, and Expressions]</p> <ul style="list-style-type: none"> • Listening to the story while looking at the picture, grasping the order of the contents and organizing the information to capture the content of the story. <p>[Attitude to proactive learning]</p> <ul style="list-style-type: none"> • I am trying to grasp the content of the story by listening to the story while looking at the picture, capturing the order of the contents, and organizing the information. 	1
Unit 3 Let's tell them about our dreams for the future												
	HOP	3	My Dream		Studied Target Language Target Languages in Lesson 6~7					<p>[Attitude to proactive learning]</p> <ul style="list-style-type: none"> • Be aware of whether your power has improved and be aware of why it has grown. 	1	
1	STEP	L6	I want to be a singer. 【Goal】 In order to support each other, they can share their dreams for the future.	Panorama: Occupation	[Expression] He [She] is (occupation). / He [She] can ... / He [She] is (personality). / I want to be (occupation). / I want to ... / I like ... / I am good at ... / I can ... / What do you want to be? [Vocabulary] Occupation (actor, astronaut, bus driver, designer, farmer, fisher, illustrator, pilot, programmer, etc.) / Verbs (cook, drive, go, help, make, save, take, write, etc.)				○		<p>Speaking [Interaction] [Knowledge and Skills]</p> <ul style="list-style-type: none"> - Understand the meaning and function of words and expressions that convey dreams for the future. • Acquire the skills to correctly use words and expressions to ask and answer questions about their dreams for the future. <p>[Thoughts, Judgements, and Expressions]</p> <ul style="list-style-type: none"> • In order to support each other with friends, we continue to have conversations by asking and answering questions about our dreams for the future. <p>[Attitude to proactive learning]</p> <ul style="list-style-type: none"> • In order to support each other, I try to continue the conversation by asking and answering questions about my future dreams. • Be aware of whether your power has improved and be aware of why it has grown. 	7
				Part 1: Tell each other about your profession and the people who work as it		Part 2 Tell each other what kind of job you want to do and why	Part 3 Tell each other what you want to do when you get the job	Step-up Tell each other about your dreams, such as the profession you want to pursue in the future. Support your friends' dreams	○	□		
				Sound Chant (th/ð/-z/z/, r/r/-l/l/, b/b/-v/v/) Word Chant (profession) Phrase Chant (What do you want to be?) Small Talk (what you can do and what you are good at)								
2			End-of-Lesson Tests						•	•		
			Hello, World!	Jobs in the world							—	

STEP	L7	I want to join the brass band. 【Goal】 Tell each other what kind of junior high school life you want to have in order to raise expectations for your new life in junior high school.	Panorama Junior High School Visit	[Expression] I want to study (subjects). / I want to join (clubs). / I want to... 【Vocabulary】 Club activities (Art Club, Badminton Team, Brass Band, Drama Club, Gymnastics Team, Soccer Team, Softball Team, Table Tennis Team, Tennis Team, etc.) / Subjects / Verbs (enjoy, join, make, study, etc.)	○				[Speaking [Interaction]] [Knowledge and Skills] • Understand the meaning and function of words and expressions that convey what you want to do when you become a junior high school student. • Students have acquired the skills to communicate with each other about what they want to do when they become junior high school students, using words and phrases and expressions correctly, asking and answering questions. [Thoughts, Judgements, and Expressions] • In order to raise expectations for a new life in junior high school, we continue to have conversations by asking and answering questions about what kind of junior high school life we want to have. [Attitude to proactive learning] • Trying to keep the conversation going by asking and answering questions about what kind of junior high school life they want to have in order to raise their expectations for their new life in junior high school. • Be aware of whether your power has improved and be aware of why it has grown.	5
			Part 1 Tell each other what subjects you want to focus on and what club activities you want to join		○ □ □					
			Part 2 Tell each other what you want to do when you become a junior high school student		○	○	●			
			Step-up Tell each other what kind of junior high school life you want to have, such as the club activities you want to join and what you want to do.		○	○	●			
			Sound Chant (s/s/-sh/f/, h/h/-f/f/) Word Chant (clubs) Phrase Chant (What do you want to do in junior high school?). Small Talk (What I want to do)							
		End-of-Lesson Tests			●	●				
		ABC Fun Box 3	Word Order and Sentences with Connections / I Love the Mountains (song) / How Japan people learned English in the past			○		○		1
3	JUMP	3	This is my dream! 【Goal】 Give a "Future Me" speech and support your friends	Studied Target Language Target Languages in Lesson 6~7					[Speaking [Presentation]] [Knowledge and Skills] • Understand the meaning and function of words and phrases that convey what kind of profession you want to do in the future, the reason, what you want to do when you get that job, the subjects you want to focus on when you become a junior high school student, the club activities you want to join, and other things you want to do. • Acquire the skills to speak using simple phrases and basic expressions about what kind of job you want to do in the future, the reason, what you want to do when you get that job, the subjects you want to focus on when you become a junior high school student, the club activities you want to join, and other things you want to do. [Thoughts, Judgements, and Expressions] • In order to support each other, we are giving a speech about "the future of me". (See Outside the Table*3) [Attitude to proactive learning] • I am trying to give a speech about "the future of me" in order to support each other. (See Outside the Table*3) • Be aware of whether your power has improved and be aware of why it has grown.	2
		End-of-Unit Tests			●			●		
Story Time	3	Ken's Adventures	See You Again.	Studied Target Language					[Reading] [Knowledge and Skills] • Based on the audio, you can understand the meaning of written English and answer question 1. [Thoughts, Judgements, and Expressions] • While guessing the content based on the audio, you can understand the meaning of the written English and answer Question 2.	1
		Stories from around the world	The Story of a White Horse	Studied Target Language	○				[Listening] [Thoughts, Judgements, and Expressions] • Listening to the story while looking at the picture, grasping the order of the contents and organizing the information to capture the content of the story. [Attitude to proactive learning] • I am trying to grasp the content of the story by listening to the story while looking at the picture, capturing the order of the contents, and organizing the information.	1
Try		This is me!		Studied Target Language			○	(●)		2
										70

*1 The following two points taught in the 5th grade will be evaluated in this unit as well. (1) Select and convey appropriate content. (2) Consider the order of the content in order to convey it better. In addition, the two points taught in the 5th grade, "Speaking while watching the listeners to make sure if they follow" and "Utilizing the pictures and photographs to convey better" are individually instructed to the children who need it.

- *2 The following three points taught in the 5th and Unit 1 of the 6th grade will continue to be evaluated in this unit. (1) Select and convey appropriate content. (2) Watch the listener and repeat as necessary. (3) Consider the order of the content in order to convey it better. In addition, the two points taught in the 5th grade, "Speaking while watching the listener to make sure if they follow" and "Utilizing the pictures and photographs to convey the message better" are not provided as a whole in the 6th grade, so the children who need it will be instructed individually.
- *3 In this unit, based on the fact that it is the last unit of their learning in elementary school, evaluate whether the following six points that have been taught so far are being performed appropriately. (1) Select and convey appropriate content. (2) Speak while watching the listeners to make sure if they follow. (3) Watch the listeners and repeat as necessary. (4) Ask the listeners questions. (5) Consider the order of the content in order to convey it better. (6) Use pictures and photographs to convey the message better.