Example of Unit Teaching Plan (5th Grade)

▶ Unit Overview

Limit Name	Unit 1 Hello, friends!		Textbook page	pp.8-17
Unit Name			Time in total	8 hours
	To be able to listen to and tell one's name, spells, and favou	rite things in	Period of study	April~May
Unit Objectives	order to get to know each other better. To be able to recognise and write the capital letters of the alphabet.		Related Other	Japanese
	To be able to recognise and write the capital letters of the all	Subjects		
Main expressions	[Name & Spell] I 'm Akina. / How do you spell your name? / A-K-I-N-A. Akina. [Favourites] What subject do you like? / I like P.E. / What sport [food/animal] do you like? [Others] I don't like P.E. / Do you like math? / I see. / Hello. / Nice to meet you. / See you.			
Main vocabulary	Subjects, Sports, Food, Animals etc.	scene	Classroom / Encou	nter / Self-
Functions	To say hello, to ask questions, to answer			
Strategy	Spell your name politely			

► Examples of Evaluation Criteria

For all examples of evaluation criteria in Unit 1, please refer to the guidance manual "Research Edition" p. 85.

► Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded

Time	Page	Main	Activities ()		Evaluation to keep in record	
Startin	g Out (1s	st time)	☆Listen to the deta	ils of names and favourites in the interaction.		
		ln	Greeting		At this time, we will provide	
		Intro (20)	Let's Sing (song)	Watch "Say hello!" and check the unit's theme.	guidance toward the goal, but we	
		20)	Small Talk	"How are you?"	will not evaluate it to keep a record.	
			Identify your goals	Watch the Our Goal video to see what we are aiming for.		
		Δ	Listen and Think	- Look at the illustrations and guess the scene and the content	[*1] If you find an "attitude to take the	
1	8-9	(pan		of the conversation.	initiative in learning" point regarding	
		Expand (20)		- Listen to the audio and write the number on the circle of the	"listening" while observing the class, it	
		9		corresponding illustration.	could be recorded as an evaluation.	
				- Watch anime and check the content of the conversation.		
			SL (p.16)	Write A~D.		
		Conclusion (5) Review what you learned at this time.		Review what you learned at this time.		
Startin	g Out (2r	nd hour) ☆Become used to	the expressions used in the interaction and check the goal activity	<i>'</i> .	
		In In	Greetings, songs,	The instructor plays a song to create an atmosphere before	At this time, we will provide	
		Intro (10)	etc.	class.	guidance toward the goal, but we	
			SL (p.16)	Write E~H.	will not evaluate it to keep a record.	
			Check the goal			
	ш		m	Let's Chant	- Listen to (1) and (2) and check the timing of repeats.	See [*1]
		хра		- If necessary, say chants after checking the word or phrase		
2	8 - 9	Expand (30)		with MPD.		
		30)	Listen and Think	Watch the anime and use the important expressions you hear		
				to communicate with the instructor and the children.		
			Watch and Think	- Watch the video and check the answer to [1].		
				- Think about what you would like to convey and fill out Your		
				Plan.		
		Conc	lusion (5)	Review what you learned at this time.		
	ı					

Your	Turn (3rd	l hour)	☆Tell your friends	how to spell your name.	
		Intro	(10)	(Song) / Greeting / SL (p.16) Write I~L. / Check goals	Let's Listen 1 • Let's Try 1:Listening
		Ш	Let's Watch 1	Learn how to ask for a spell and to answer.	/
	10	Expand (30)	Let's Listen 1	Listen to the interaction and hear the spelling of the name.	Knowledge Understands how to answer
3	-	nd (3	Let's Chant	Do (1) on p.8 "How do you spell your name?"	to 'How do you spell your name?' and
	11	Ő	Let's Try 1	Ask each other how they spell their names in pairs.	knows related words.
	''	Conc	lusion (5)	Review what you learned at this time.	Skills Listens to exchange about names
		000	(0)		and their spellings and acquire the skills
	T /44-	I	A.T. II	al and a supplier of the suppl	to understand specific information.
Your	Turn (4th	'	•	about your favourite subjects.	
		Intro	(15)	(Song) / Greeting/ Write M~P in SL (pp.16-17). / Small Talk:	Let's Listen 2 • Let's Try 2: Listening
			1 -41- 10/-4-1- 0	"How do you spell your name?" / Confirm goal	/ •Knowledge and Skills
		Expand (25)	Let's Watch 2	Find out how to ask and answer your favorite subjects.	Knowledge Able to use 'What subject do
	10	and	Let's Listen 2	Listen to the exchange and listen to your favorite subject or	you like?', and understands how to
4	~	(25)	L - 4' - Ol 4	sport.	answer and related words. Skills Acquires the skills to listen to
	11		Let's Chant	2. "What subject do you like?"	exchanges about things you like and pick
			Let's Try 2	Ask each other about their favorite subjects and sports in .	up the details.
		0	leading (F)	pairs.	up trie details.
			lusion (5)	Check the "Reflection" section on p.11.	
	Commu		• •	roduction about your favourites by revising the expressions and orga	anising information
~ 11111	III about	1			
		Introc	duction (15)	(Song) / Greeting / SL (p.17) Write Q~T. / Small Talk "What subject do you like?" / Check goals	Step 2: Talk (Communication) / •Knowledge and Skills
		_	Step 1	Check the model text and practice with the "conversation	Knowledge Able to use 'How do you
		Expand (25)	отер і	practice video".	spell your name?', 'What subject do
		and .	Step 2	After organizing the content you want to convey by	you like?' and how to answer them, as
		(25)	Step 2	checking the words and the phrases using MPD, make a	well as related words and phrases.
	12			"business card".	Skills Acquires the skill to communicate
5	~			In pairs, ask each other how to spell their names and what	thoughts and feelings using the target
	13			they like to do.	words/phrases in this unit.
				•	Step 2: Listening /
				Fill in the "Things to be careful about in conversations" on p.13.	 Thought, Judgment, Expression
		Conc	lusion (5)	p. 10.	Able to listen to and tell one's name,
			(-)		spells, and favourite things in order to ge
					to know each other better.
Enjoy	Commu	ınicatio	on (6th Hour) ☆In	troduce your name, spelling, and your favourites to get to know each	other better.
		Introd	duction (10)	Greetings/ Songs/ Write U~W in SL (p.17). / Check Goals	Your Goal: Speaking (Interaction)/
		m	Let's Chant	Get used to the important expressions in (1) and (2).	◆ Thought / Judgementment/
		Expand (30)	Your Goal	After watching the model video, introduce yourself.	Expression
	12	d (3)	Tour Goal	Take time for some instructions in the middle and repeat the	Able to listen to and tell one's name,
6	~)		activity	spells, and favourite things in order to ge
	13	Conc	lusion (5)	Fill in the reflection form.	to know each other better.
		00.10	(0)	- Check "Reflection" on p.13 and CAN-DO Tree (MPD pp.42-	Your Goal: Talk / ★ Attitude
				43).	Tries to listen to and tell one's name,
					spells, and favourite things in order to ge to know each other better.
Over	the Horiz	zon (7)		I tanding of Japanese and World cultures and think about people's an	
-			duction (15)	Greetings/ Songs/ Write X~Z in SL (p.17). / Small Talk "What	At this time, we will provide
			()	are your initials?" / Check goals	guidance toward the goal, but we
	 	m	Cultural	Watch the video, pick up the initials of the person's name, etc.,	will not evaluate it to keep a record
_	14	Expand (25)	Exploration	and write them on four lines.	The state of the s
7	\ ~	ınd (Fukaboril: Look for something that is similar in shape to the	See [*1]
	15	(25)		alphabet around you and write the letters you find.	
		Conc	lusion (5)	Review what you learned at this time.	
	1		1-1	,	

Over the Horizon (8) ☆Deepen understanding of Japanese and World cultures and think about the Ainu and the foreigners in Japan.					
		Introd	duction (10)	Greetings / Songs / SL: BINGO (p.17) / Check Goals	At this time, we will provide
	44	Expand	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	guidance toward the goal, but we will not evaluate it to keep a record
8	14 ~ 15	nd (30)	Word Exploration	Listen to the pronunciation of Japan place names in the Roman Hepburn style and the Kunrei style and think about the differences.	See [*1]
		Conc	lusion (5)	Review the "Reflection" section on p.15 and review the entire unit.	

^{*} The Evaluation to keep in record in "reading" and "writing" will be determined based on the learning situation of each school. When conducting it, it is desirable not to determine the evaluation based on specific activities, but to make use of writings in textbooks, worksheets, end-of-unit tests, etc., and to continuously monitor the students' progress throughout the unit and then evaluate them comprehensively.

11.71	Unit 2 Happy birthday!		Textbook page	pp.18-27		
Unit Name			Time	8 hours		
	You can ask and tell each other about birthdays and what you		Period of study	May~June		
Unit Objectives	the alphabet.		Related Other	Moral education		
			Subjects			
	[birthday] When is your birthday? / My birthday is May 5th.					
Main expressions	[Things you want] What do you want (for your birthday)? / I want new shoes.					
	[Other] What is it? / You like bikes. / It's my [your] turn. / Here you are. / Thank you.					
Main va cabulant	Month / Date / Personal Items / Status, etc. scene Classroom / Static		Classroom / Station	onery Store / Birthday		
Main vocabulary			Party			
Functions	Ask, answer, invite, thank you					
Strategy	To pass sth, emphasizing important information such as dates					

► **Examples of Evaluation Criteria** For all examples of evaluation criteria for Unit 2, please refer to the guidance manual "Research Edition" p. 103.

► Example of Unit Teaching Plan

⇒ Introduction (20) Expand (20)	greeting SL (p.26) Let's Sing (song) Small Talk Identify your goals Listen and Think Let's Chant	in the conversations about birthdays and things they want. Write lowercase a~d while paying attention to the height. Watch "A Birthday Wish" and check the unit theme. "What do you want?" Watch the Our Goal video to see what we are aiming for. • Look at the illustrations and guess the scene and the content of the conversation. • Listen to the audio and write the number in the circle of the corresponding illustration. • Watch anime and check the content of the conversation. • Listen to (1) and (2) and check the timing of repeats. • Check the words and phrases in the MPD if necessary, and	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. [*1] If you find an "attitude to take the initiative in learning" point regarding "listening" while observing the class, it could be recorded as an evaluation.
	SL (p.26) Let's Sing (song) Small Talk Identify your goals Listen and Think	Watch "A Birthday Wish" and check the unit theme. "What do you want?" Watch the Our Goal video to see what we are aiming for. • Look at the illustrations and guess the scene and the content of the conversation. • Listen to the audio and write the number in the circle of the corresponding illustration. • Watch anime and check the content of the conversation. • Listen to (1) and (2) and check the timing of repeats. - Check the words and phrases in the MPD if necessary, and	guidance toward the goal, but we will not evaluate it to keep a record. [*1] If you find an "attitude to take the initiative in learning" point regarding "listening" while observing the class, it
	Let's Sing (song) Small Talk Identify your goals Listen and Think	Watch "A Birthday Wish" and check the unit theme. "What do you want?" Watch the Our Goal video to see what we are aiming for. • Look at the illustrations and guess the scene and the content of the conversation. • Listen to the audio and write the number in the circle of the corresponding illustration. • Watch anime and check the content of the conversation. • Listen to (1) and (2) and check the timing of repeats. - Check the words and phrases in the MPD if necessary, and	will not evaluate it to keep a record. [*1] If you find an "attitude to take the initiative in learning" point regarding "listening" while observing the class, it
	Small Talk Identify your goals Listen and Think	"What do you want?" Watch the Our Goal video to see what we are aiming for. Look at the illustrations and guess the scene and the content of the conversation. Listen to the audio and write the number in the circle of the corresponding illustration. Watch anime and check the content of the conversation. Listen to (1) and (2) and check the timing of repeats. Check the words and phrases in the MPD if necessary, and	[*1] If you find an "attitude to take the initiative in learning" point regarding "listening" while observing the class, it
	Identify your goals Listen and Think	Watch the Our Goal video to see what we are aiming for. Look at the illustrations and guess the scene and the content of the conversation. Listen to the audio and write the number in the circle of the corresponding illustration. Watch anime and check the content of the conversation. Listen to (1) and (2) and check the timing of repeats. Check the words and phrases in the MPD if necessary, and	initiative in learning" point regarding "listening" while observing the class, it
	goals Listen and Think	Look at the illustrations and guess the scene and the content of the conversation. Listen to the audio and write the number in the circle of the corresponding illustration. Watch anime and check the content of the conversation. Listen to (1) and (2) and check the timing of repeats. Check the words and phrases in the MPD if necessary, and	initiative in learning" point regarding "listening" while observing the class, it
Expand (20)		of the conversation. Listen to the audio and write the number in the circle of the corresponding illustration. Watch anime and check the content of the conversation. Listen to (1) and (2) and check the timing of repeats. Check the words and phrases in the MPD if necessary, and	
	Let's Chant	- Check the words and phrases in the MPD if necessary, and	
		say the chants.	
Conclusion (5)		Review what you learned at this time.	
2nd) ☆	Get used to the exp	pressions used in the conversations about birthdays and things they	want, and understand the goal activit
Introd	luction (10 .)	(song) / greeting / SL (p.26) Write e~h. / Confirm Goals	At this time, we will provide
Exp	Let's Chant	① "When is your birthday?" • (2) "What do you want?"	guidance toward the goal, but we will not evaluate it to keep a record.
Expand (30)	Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	See [*1]
	Watch and Think	- Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.	
Conc	lusion (5)	Review what you learned at this time.	
		_	Watch and Think - Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.

^{*} The shaded activities are recommended to be evaluated and recorded

				each other	
		Introd	duction (10)	(Song) / Greeting / SL (p.26) Write i~l. / Confirm Goals	Let's Listen 1 • Let's Try 1:Listening
		Π×	Let's Watch 1	Find out how to ask for a birthday and how to answer it.	/ ●Knowledge and Skills Knowledge Understand how to say Whe
	20	Expand (30)	Let's Listen 1	Listen to the interaction and ask for the birthday of the character.	is your birthday? and answer it, and
3	~	ő	Let's Chant	① "When is your birthday?"	related words.
	21		Let's Try 1	Ask your friends about their birthdays and make a birthday	Skills: Listen to exchanges that ask for birthdays and acquire the skills to hear
				chain.	specific information.
		Conc	clusion (5)	Review what you learned at this time.	
Your	Turn (4t	h) ☆Te	ll about birthdays a	and things they want each other	
		Introd	duction (15)	(Song) / Greeting / SL (pp.26-27) Write m~p. / Small Talk "When is your birthday?" / Confirm your goals	Let's Listen 2 · Let's Try 2: Listenin / •Knowledge and Skills
	20	Expand (25)	Let's Watch 2	Find out how to ask and answer what you want for your birthday.	Knowledge Understand how to say What do you want for? and answer it, and
1	~	nd (2	Let's Listen 2	Listen to the conversation and ask what you want for your	related words.
	21	5)		birthday.	Skills: Listen to exchanges about what
			Let's Chant	② "What do you want?"	you want for your birthday and have the
			Let's Try 2	Pair up and ask each other what they want for their birthdays.	skills to listen to specific information.
		Conc	dusion (5)	Check the "Reflection" section on p.21.	
Enjo	y Comm	unicati	on (5th) ☆Think a	bout what to write on gift cards by reviewing the expressions and orga	nizing one's likes.
		Introd	duction (15)	(Song) / Greeting / SL (p.27) Write q~t. / Small Talk "What do you want for Christmas?" / Confirmation of goals	Step 2: Speaking (Interaction) / •Knowledge and Skills
		Û	Step 1	Check the model text and practice with the "conversation	Knowledge Understand how to use
		Expand (25)		practice video".	When is your birthday? & What do you
		d (2	Step 2	Ask each other what you like/dRoutinerthday, what you	want for? and how to answer them, as
	20	5)		want, etc. (Use what they learned in Unit 1; what do you	well as related words and phrases.
5	22 ~			like?)	Skills Acquire the skill to communicate thoughts and feelings about birthdays ar
)	23			After checking the words and phrases with MPD, make a "gift card".	what you want using what they learned. Step 2: Listening / ◆ Thought,
		Conc	lusion (5)	Fill in the "Things to be careful about before conversations" on	Judgment, Expression
				p.23.	Able to listen to and pick up one's
					' '
					birthday and things they want in a short
					birthday and things they want in a short
					birthday and things they want in a short
Enjo	y Comm	unicati	on (6th) ☆Tell wha	at they want for birthdays and give gift cards to each other	birthday and things they want in a short conversation in order to get to know eac
Enjoy	y Comm	ı	on (6th) ☆Tell wha	at they want for birthdays and give gift cards to each other Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals	birthday and things they want in a short conversation in order to get to know each
Enjoy	y Comm	Introd			birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression
Enjo	y Comm	Introd	Let's Chant	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2.	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / Thought / Judgementment / Expression Able to listen to and pick up one's
Enjoy		Introd	duction (10)	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards"	birthday and things they want in a short conversation in order to get to know eac other better. Your Goal: Speaking (Interaction) / Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using
	y Comm	ı	Let's Chant	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays.	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get
	22 ~	Introd	Let's Chant	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards"	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better.
		Expand (30)	Let's Chant	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / ★ Attitude
	22 ~	Expand (30)	Let's Chant Your Goal	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity	birthday and things they want in a short conversation in order to get to know eac other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / ★ Attitude Trying to listen to and pick up one's
	22 ~	Expand (30)	Let's Chant Your Goal	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form.	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / ★ Attitude Trying to listen to and pick up one's birthday and things they want using
	22 ~	Expand (30)	Let's Chant Your Goal	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form. - Check the "Reflection" on p.23 and the CAN-DO tree (MPD	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / * Attitude Trying to listen to and pick up one's birthday and things they want using simple vocabulary and expressions to get the procession of t
3	22 ~ 23	Expand (30)	Let's Chant Your Goal	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form. - Check the "Reflection" on p.23 and the CAN-DO tree (MPD pp.42-43).	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / ★ Attitude Trying to listen to and pick up one's birthday and things they want using simple vocabulary and expressions to get to know each other better.
3	22 ~ 23	Introd Expand (30)	duction (10) Let's Chant Your Goal dusion (5)	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form. - Check the "Reflection" on p.23 and the CAN-DO tree (MPD pp.42-43).	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to go to know each other better. Your Goal: Talk / * Attitude Trying to listen to and pick up one's birthday and things they want using simple vocabulary and expressions to go to know each other better.
3	22 ~ 23	Introd Expand (30)	Let's Chant Your Goal	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form. • Check the "Reflection" on p.23 and the CAN-DO tree (MPD pp.42-43).	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / ★ Attitude Trying to listen to and pick up one's birthday and things they want using simple vocabulary and expressions to get to know each other better. eo and the audio. At this time, we will provide
3	22 ~ 23	Introd Expand (30)	Let's Chant Your Goal Blusion (5) h) ☆Deepen the understanding the state of the s	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form. - Check the "Reflection" on p.23 and the CAN-DO tree (MPD pp.42-43).	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / * Attitude Trying to listen to and pick up one's birthday and things they want using simple vocabulary and expressions to get to know each other better. eo and the audio. At this time, we will provide guidance toward the goal, but we
3 Over	22 ~ 23	Introd	duction (10) Let's Chant Your Goal dusion (5)	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form. • Check the "Reflection" on p.23 and the CAN-DO tree (MPD pp.42-43).	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / * Attitude Trying to listen to and pick up one's birthday and things they want using simple vocabulary and expressions to get to know each other better. eo and the audio. At this time, we will provide guidance toward the goal, but we
6 Over	22 ~ 23 the Hor 24 ~	Introd	Let's Chant Your Goal Blusion (5) h) ☆Deepen the understanding the state of the s	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form. - Check the "Reflection" on p.23 and the CAN-DO tree (MPD pp.42-43). Inderstanding of Japan and the world culture through watching the videous different documents of the confirming of Japan and the world culture through watching the videous different documents of the confirming of Japan and the world culture through watching the videous different documents of the confirming of Japan and the world culture through watching the videous different documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan and the world culture through watching the videous documents of the confirming of Japan	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / ★ Attitude Trying to listen to and pick up one's birthday and things they want using simple vocabulary and expressions to get to know each other better. eo and the audio. At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
6	22 ~ 23	Introd	duction (10) Let's Chant Your Goal dusion (5) h) ☆Deepen the understanding the second se	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form. - Check the "Reflection" on p.23 and the CAN-DO tree (MPD pp.42-43). Inderstanding of Japan and the world culture through watching the videous discount of the world of t	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expression Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / ★ Attitude Trying to listen to and pick up one's birthday and things they want using simple vocabulary and expressions to get to know each other better. eo and the audio. At this time, we will provide guidance toward the goal, but we
6 Over	22 ~ 23 the Hor 24 ~	Introd Expand (30)	duction (10) Let's Chant Your Goal dusion (5) h) ☆Deepen the understanding the second se	Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals Familiarize yourself with important expressions in 1 and 2. • After watching the model video, give each other "gift cards" while checking birthdays. • Take time for some instructions in the middle and repeat the activity • Fill in the "After Activity Review" form. • Check the "Reflection" on p.23 and the CAN-DO tree (MPD pp.42-43). Inderstanding of Japan and the world culture through watching the videous Greetings / Songs/ Write x~z in SL (p.27). / Small Talk "What event do you like?" / Confirm your goals Watch the video, listen to the details of the world's festivals, etc., and write it in the four lines.	birthday and things they want in a short conversation in order to get to know each other better. Your Goal: Speaking (Interaction) / ◆ Thought / Judgementment / Expressio Able to listen to and pick up one's birthday and things they & I want using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / ★ Attitude Trying to listen to and pick up one's birthday and things they want using simple vocabulary and expressions to get to know each other better. eo and the audio. At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.

		Conc	clusion (5)	Review what you learned at this time.		
Over	Over the Horizon (8th) & Deepen the understanding of Japanese and the world culture through the video and the audio about the foreigners in					
Japar	n and pot	teries.				
		Introd	duction (10)	Greetings / Songs / SL (p.27) for BINGO. / Confirm Goals	At this time, we will provide	
	24	xpand (30	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	guidance toward the goal, but we will not evaluate it to keep a record. See [*1]	
8			Word Exploration	Watch the video and learn about the various first- and second- person expressions in Japanese (Oidon, Onushi, Sonata) and think about the differences between them and English.		
		Conc	clusion (5)	Review the "Reflection" section on p.25 and review the entire unit.		

When conducting an end-of-unit test, secure time for it by shortening the time spent on some of the activities during the 7th and 8th periods, such as Fukabori and Exploring Japan. The test includes questions to evaluate Knowledge & Skills of listening, reading, and writing, and Thought, Judgementment, Expression of listening. (for details, see the Worksheet Edition or the (See "Instruction Manual Content Library").

^{*} The Evaluation to keep in record in "reading" and "writing" will be determined based on the learning situation of each school. When conducting it, it is desirable not to determine the evaluation based on specific activities, but to make use of writings in textbooks, worksheets, end-of-unit tests, etc., and to continuously monitor the students' progress throughout the unit and then evaluate them comprehensively.

	Unit 3 Can you play dodgeball?		Textbook page	pp.28-37
Unit Name			Time	8 hours
	You can listen and communicate with each other about what you	u can do to	Period of study	June~July
Unit Objectives	get to know each other better. In addition, you can write the upper lowercase letters of the alphabet, paying attention to the shape of		Related Other	Japanese
	and the movement when writing.		Subjects	
Main expressions	[What you can and can't do] Can you play the piano? / Yes, I can. / No, I can't. / I can swim (fast). / I can't swim (fast). / You can sw			
Main vocabulary	Movement / Musical instruments / Sea creatures / Sports, etc.	ene	Classroom / Corrido	or / Schoolyard
Functions	Ask questions, answer, warn, apologize, praise, thank			
Strategy	Give quizzes, tell people what you and others can do, and express gratitude			

- ► Examples of Evaluation Criteria For all examples of evaluation criteria in Unit 3, see the guidance manual "Research Edition" p. 121.
- ► Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded [Abbreviation] SL=Sounds and Letters / MPD=My Picture Dictionary

time	page	Main	Main Activities		Evaluation to keep in record
Starti	ng Out (1st) ☆	Listen to the details in	the conversations about things they can do.	
		Int	greeting		At this time, we will provide
		Introduction (20)	SL (p.36)	Write capital letters that are similar in shape.	guidance toward the goal, but we
		ictio	Let's Sing (song)	"Dodge the ball." and check the unit's theme.	will not evaluate it to keep a record.
		n (2	Small Talk	"What sport do you like?"	
		9	Identify your goals	Watch the Our Goal video to see what we are aiming for.	[*1] If you find an "attitude to take the initiative in learning" point regarding
1	28 ~ 29	Expand (20)	Listen and Think	 Look at the illustrations and guess the scene and the content of the conversation. Listen to the audio and write the number in the circle of the corresponding illustration. Watch anime and check the content of the conversation. 	"listening" while observing the class, it could be recorded as an evaluation.
			Let's Chant	Listen to (1) and (2) and check the timing of repeats. Check the words and phrases in the MPD if necessary, and say the chants.	
		Conc	lusion (5)	Review what you learned at this time.	
Starti	ng Out (2nd) ☆	Get used to the expre	essions used in the conversations about things they can do, and un	derstand the goal activity
		Introduction (10)		(song) / greeting / SL (p.36) Write lowercase letters with similar shapes. / Confirm Goals	At this time, we will provide guidance toward the goal, but we
		Û	Let's Chant	① "I can dance well." • (2) "Can you swim?"	will not evaluate it to keep a record.
2	28 ~	Expand (Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	See [*1]
	29	(30)	Watch and Think	- Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.	
		Conc	lusion (5)	Review what you learned at this time.	
Your	Turn (3rd	d) ☆T	alk each other about v	what they can do	
3	30	Introd	duction (10)	(Song) / Greeting / SL (p.36) Write uppercase and lowercase	Let's Listen 1 • Let's Try 1:Listening
	_~			letters in pairs. / Confirm Goals	/ •Knowledge and Skills

	31	Ш	Let's Watch	Find out how to spell one's name and how to answer it.	Knowledge Understand how to use
		Expand (30)	Let's Listen 1	Listen to the interaction and pick up the spelling of the name.	When is your birthday? and answer it,
		nd (Let's Chant	① "I can dance well." • (2) "Can you swim?"	and related words.
		30)	Let's Try 1	Ask each other how to spell their names in pairs	Skills: Listen to the exchange about
			-		what the other person can and cannot
		Conc	clusion (5)	Review what you learned at this time.	do and acquire the skill of listening to specific information.
Your	Turn (4)	☆Tell	each other about thi	ings they can and cannot do	
		Introd	duction (15)	(Song) / Greeting / SL (p.36) Write uppercase and lowercase	Let's Listen 2: Listening /
				letters in pairs. / Small Talk "Can you play badminton?" /	 Knowledge and Skills
				Confirm your goals	Knowledge Understand how to use
	30	Û	Let's Listen 2	Listen to a quiz about sea creatures to hear what they can do.	Can you?, how to answer it, and
1	~	Expand	Let's Chant	① "I can dance well." • (2) "Can you swim?"	related words.
	31	d (25	Let's Try 2	Use the picture cards to communicate what you can and can't	Skills: Listen to the exchange about
		9		do.	what the other person can and cannot
		Conc	clusion (5)	Check the "Reflection" section on p.31.	do and acquire the skill of listening to
				<u>'</u>	specific information.
Enjoy	/ Comm	unicati	on (5th) ☆Think ab	out what to tell your friends by reviewing the expressions	
		Introd	duction (15)	(Song) / Greeting / SL (p.37) Write a lowercase letter centered on	Step 2: Speaking (Interaction) /
				a circular motion. / Small Talk "Can you cook well?" / Confirm	 Knowledge and Skills
				your goals	Knowledge Understand how to use
		Û	Step 1	Check the model text and practice with the "conversation	Can you?, how to answer it, and
		(par		practice video".	related words.
		Expand (25)		After organizing the content you want to convey by checking	Skills Acquire the skill to communicate
	32	5)		the words and phrases in MPD, make a "what you can do	thoughts and feelings about what you
5	~		Step 2	card".	can/cannot do using the vocabulary ar
	33			Tell each other what you can do in pairs.	the phrases they learned previously.
					Step 2: Listening / ◆ Thought,
					Judgment, Expression
				Fill in the "Deferer Things to be careful about in conversations"	Able to listen to and understand things
		Conc	clusion (5)	Fill in the "Before: Things to be careful about in conversations"	they can and cannot do in a short
				on p.33.	conversation to get to know each other
					better.
Enjoy	/ Comm	1		n other about what they can do to know each other better	
		Intro	duction (10)	Greeting / Song / SL (p.37) Write lowercase letters centered on	Your Goal: Speaking (Interaction) /
			1	up and down movements. / Confirm Goals	Thought / Judgement / Expression
		ΕX	Let's Chant	Familiarize yourself with important expressions.	Able to listen to and pick up things they
		anc	Your Goal	- After watching the model video, tell cook other what you can	and I can and cannot do using simple
	32	Expand (30)	Tour Goal	After watching the model video, tell each other what you can do.	vocabulary and expressions to get to
3	~	۳		Take time for some instructions in the middle and repeat the	know each other better.
	33			activity	Verm Oe al Telle / A Afficia
		Conc	ducion (5)	Fill in the "After Activity Review" form.	Your Goal: Talk / ★ Attitude
		Conc	clusion (5)	- Check "Reflection" on p.33 and CAN-DO Tree (MPD pp.42-	Trying to listen to and pick up things the
				43).	and I can and cannot do using simple
				40).	vocabulary and expressions to get to
 Over	the Hori	zon (7 ^t	h) ☆Deenen the un	l derstanding of gestures used around the world through watching the \	know each other better. video and the audio.
			duction (15)	Greetings / Songs / SL (p.37) Write lowercase letters that have	At this time, we will provide
			` ,	downward movements. / Small Talk "Can you do this?" / Confirm	guidance toward the goal, but we
				your goals	will not evaluate it to keep a
	34	ш	Cultural	Watch the video and think about the meaning of gestures in	record.
7	~	Expand (25)	Exploration	different countries.	
	35	nd (Fukaboril: Watch the video, compare sign language between	 See [*1]
	1	ΙÑ		- anaboni. Tratori tilo video, compare signi language between	- 1 1
		5)		Japan and the United States, and think about the differences	
			clusion (5)	Japan and the United States, and think about the differences. Review what you learned at this time.	_

Over the Horizon (8th) & Deepen the understanding of Japanese and the world culture through the video and the audio about the foreigners in Japan and their cultures. Introduction (10) Greetings / Songs / SL (p.37) Write lowercase letters made up At this time, we will provide of straight lines. / Confirm Goals guidance toward the goal, but we will not evaluate it to keep a **Exploring Japan** Watch the interview video of a foreigner working in Japan and Expand 34 check the content. record. 8 Watch the video and think about the difference in word order Word Exploration (30) 35 See [*1] between Japanese and English. Conclusion (5) Review the "Reflection" section on p.35 and review the entire

【Routine Learning】	Reading and Writing / • Knowledge and Skills	*Comprehensively evaluated through Unit 1~3.
Sounds and Letters (pp.36-37)	Knowledge Understand the uppercase and lowercase letters of the alphabet.	
	Skills Able to recognize the uppercase and lowercase letters of the alphabet. / Able to write the uppercase and	
	lowercase letters of the alphabet.	

Unit Name	Check Your Steps 1 Rediscover each other's charms!		Textbook page	pp.38-39	
Offit Name	Check Your Steps 1 Rediscover each other's of	cnarms!	Time	2 hours	
	In order to convey myself, you can organize what to present		Period of study	July	
Unit Objectives	birthday, favorite things, and things you can do), and then present your thoughts and feelings.		Related Other	_	
			Subjects		
Main expressions	[Review of what has already been learned] My name is / I'm / My birthday is / I like / I can	/ I want etc			
Main yaaabulan	Month / Date / Sports / Movement / Musical Instrument	scene	Classroom Presentations		
Main vocabulary	etc.				
Functions	Present, ask questions				
Strategy	Organize information with mappings.				

▶ **Examples of evaluation criteria** * It is recommended that viewpoints and areas marked with ⊚ be evaluated to be recorded.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	< knowledge > Understand [expressions and related phrases that convey names, likes, birthdays, wants, and things that you can do]. < skills> Have skills to listen to friends' self-introduction speeches and understand the specific information.	In order to get to know the other person well, they listen to specific information from the other person's self-introduction speech.	In order to get to know the other person well, they try to listen to specific information from the other person's self-introduction speech.
Speaking (Presentation)	<knowledge> Understand [expressions and related phrases that convey names, likes, birthdays, wants, and things that you can do]. < skills> Acquire the ability to talk about your thoughts and feelings about what you like and what you can do using what they learned.</knowledge>	In order to convey yourself, they organize the content of what you like and what you can do, and then talk about your thoughts and feelings using simple phrases and basic expressions.	In order to convey yourself, they try to organize the content of what you like and what you can do, and then talk about your thoughts and feelings using simple phrases and basic expressions.

► Example of the evaluation rubric for "Speaking (Presentation)"

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
A (satisfactory)	In addition to B, you can include simple phrases and basic expressions that you have learned so far and speak correctly enough.	You can sufficiently organize the content and order of what you want to convey and talk about what you like and what you can do.	In order to convey yourself well, you can speak in a sufficiently understandable manner with eye contact and reactions in d.
B (Generally satisfactory)	(1) Name, spelling, favorite things(2) Birthday and what you want(3) What can be done?You can talk 1-3 more or less correctly.	You can organize the content and order of what you want to convey and talk about what you like and what you can do.	In order to convey yourself well, you can speak in an easy-to-understand manner with an awareness of the other person, such as eye contact and reactions.
C (Effort required)	Less than B.	Less than B.	Less than B.

► Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded.

[Abbrviation] MPD=My Picture Dictionary Attitude = Attitude to Proactively Engage in Learning

ti m e	p a g e	Mair	n Activities		Evaluation to keep in record
				In order to get to know each other better, you can ask for specific information, e.g. your name, birthday, favorite things and things you can do, and talk about it after organizing the content.	
		Introduction (10)	greeting	 Before the start of class, play Let's Sing from Unit 1~3 to create an atmosphere. Ask about mood, date, day of the week, weather, etc. 	
		on (10)	Small Talk	Pretend to be a homeroom teacher in another class in the same grade, introduce yourself (your birthday, what you can do, what you like, etc.), and have them guess who they are.	
1	38	Expand (30)	Your Goal	- Watch the video and check the goals and goal activities of the unit Check the necessary expressions and vocabulary. Share the rubric with everyone as needed.	STEP: Speaking (Presentation) / •Knowledge and Skills Knowledge Understand [expressions and
	39	30)	HOP	Listen to the audio of Brian's presentation and write what you find. Check what you have learned in pairs or as a whole.	related phrases that convey names, favorite things, birthdays, things they
			STEP	 Organize thoughts and information with the mapping on p.39. Time for personalized learning. Students will review their learning in Unit 1~3 by watching the video and audio of the textbook, and check the words and phrases with the MPD. Practice your presentation in pairs. Instructors provide interim guidance as needed. Fill in "Let's write what you want to do well in your presentation" on p.38. 	want/can do, etc.]. Skills Acquire the skill to talk about your thoughts and feelings about what you like and what you can do using what you have learned.
		Conclusion (5)		Review what you learned at this time.	
				In order to convey yourself well, you can talk about your name, birthday, what you like to do, etc., after organizing the content.	
		Introduction	greeting	 Before the start of class, play Let's Sing from Unit 1~3 to create an atmosphere. Ask about mood, date, day of the week, weather, etc. 	
			Small Talk etc	Perform the same activities as in the first session, or choose 1~2 songs from the Let's Chant of Unit 1~3 and sing them together to get used to it.	
	38	Expand (25)	Your Goal	Share with the class what was good about the previous lesson and what you can do better. Watch the Your Goal video and reconfirm the purpose and rubric of the activity. Also, check the "Let's write what you want to do well in the presentation" that you wrote in the previous time.	JUMP: Speaking (Presentation) / Thought/Judgment/Expression "In order to convey yourself, they organize the content of what you like and what you can do, and then use simple
2	39		JUMP	 In a rotation format, change the opponent and make a presentation several times. The instructor will provide intermediate guidance and share the ingenuity to make a good speech as a whole. After repeating several times, a mutual evaluation will be conducted. 	words and basic expressions to talk about your thoughts and feelings." JUMP: Talk (Presentation) / ★ Attitude Trying to organize the content of what you like and what you can do, and then use simple words and basic expressions to talk about your thoughts and feelings."
		Cond	clusion (10 .)	 Check the MPD CAN-DO tree (pp.42-43) and self-evaluate. (If possible) record and submit a presentation as a summary of the first semester. Fill in the JUMP on p.39 of the textbook. Instructors provide feedback on the first semester to touch on the growth of students and build confidence. 	

	Unit 4 Who is this?		Textbook page	pp.40-49	
Unit Name			Time	8 hours	
	In order to get to know each other better, you can listen to ar		Period of study	September~October	
Unit Objectives	each other about what people close to you can do and their laborated. They can also read while being aware of the accent of a wor	Related Other	Moral education		
	the names of multiple letters and write them down in capital I	Subjects			
Main expressions	[People close to you] Who is this? / This is Deepa. / She [He] is my friend. [What you can do] She can play badton (well). / She can play the piano, too. [Personalities] She is kind (and active). [Other] Wow, badton. / Look at this card. / Nice talking to you.				
Main vocabulary	People / Personality / Behavior / Family etc.	Sofia's House / Din	ig		
Functions	Ask, answer, introduce, and explain				
Strategy	Communicate in an order that is easy for the other person to understand				

- ► Examples of Evaluation Criteria For all examples of Unit 4 evaluation criteria, see the guidance manual "Research Edition" p. 143.
- ► Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded [Abbreviation] SL=Sounds and Letters / MPD=My Picture Dictionary

time	page	Main	Activities		Evaluation to keep in record			
Starti	Starting Out (1st) ☆Listen to the details in the conversations about people close to you.							
1	40 ~	Introduction (20) Expand (20)	greeting SL (p.48) Let's Sing (song) Small Talk Identify your goals Listen and Think	Read aloud with attention to the accent of the word. Watch "My Album" and check the unit theme. "What's this?" Watch the Our Goal video to see what we are aiming for. • Look at the illustrations and guess the scene and the content of the conversation. Listen to the audio and write the number on the circle of the	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. [*1] If you find an "attitude to take the initiative in learning" point regarding "listening" while observing the class, it could be recorded as an evaluation.			
	41		Let's Chant	corresponding illustration. • Watch anime and check the content of the conversation. • Listen to (1) and (2) and check the timing of repeats. - Check the words and phrases in the MPD as necessary and say the chants. Review what you learned at this time.				
Starti	ng Out (2nd) ☆	Get used to the exp	ressions used in the conversations about people close to you				
		Introduction (10)		(Song) / Greeting / SL (p.48) Listen to the name of multiple letters in a row and write it in capital letters. / Confirm Goals	At this time, we will provide guidance toward the goal, but we			
2	40 ~ 41	Expand (30)	Let's Chant Listen and Think Watch and Think	① "This is Petra." • (2) "She is my friend." Watch the anime and use the important expressions you hear to communicate with the instructor and the children. - Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.	will not evaluate it to keep a record. See [*1]			
		Conc	lusion (5)	Review what you learned at this time.				
Your	Your Turn (3rd) ☆Introduce friends to people close to you							
	42	Introd	duction (10)	(Song) / Greeting / SL (p.48) Read aloud with attention to the accent of the word. / Confirm Goals	At this time, we will provide guidance toward the goal, but we			
3	~ 43	Expand	Let's Watch 1 Let's Listen 1	Learn how to introduce people close to you. Listen to the exchange and listen to what the people close to you can do.	will not evaluate it to keep a record. See [*1]			

			Let's Chant	("This is Datra" . (2) "She is my friend"	
			Let's Try 1, 2	① "This is Petra." • (2) "She is my friend." Choose one character and introduce them to each other in pairs.	
			Lets Try 1, 2	·	
		Conc	Lusion (5 .)	Similarly, group up and introduce friends to each other. Review what you learned at this time.	
Your	Lurn (4th			what people close to you can do and their personalities	
Tour		Ĺ		<u> </u>	Lette Listen Or Listenium /
		Introd	duction (15 .)	(Song) / Greeting / SL (p.48) Listen to the name of multiple letters	Let's Listen 2: Listening / •Knowledge and Skills
				in a row and write it in capital letters. / Small Talk "Can you play	Knowledge Understand how to use
		_	Let's Watch 2	the piano?" / Confirm your goals	Who is this? and how to answer it, She
	42	χpε	Let's Listen 2	Learn how to introduce people close to you.	is [can], and related words
4	~	Expand (25)	Let's Listeri 2	Who is this? Listen to a quiz to find out what they can do and what their personalities are.	Skills Acquire the skills to listen to the
	43	(25)	Let's Chant	① "This is Petra." • (2) "She is my friend."	exchanges about what people can do
			Let's Try 3	In order to decide who to introduce at Hour 5th and 6th, think and	and what their personalities are like, and
			Let's Hy 0	tell what people close to you can do.	to understand specific information.
		Conc	clusion (5 .)	Check the "Reflection" section on p.43.	·
	_		. ,	· · · · · · · · · · · · · · · · · · ·	
Enjoy	Comm	unicati	on (5th) ☆Think at	pout what to tell your friends by reviewing the expressions	
		Introd	duction (15 .)	(Song) / Greeting / SL (p.49) Read aloud with attention to the	Step 2: Talk (Interaction) /
				accent of the word. / Small Talk "Who is this?" / Confirm your	 Knowledge and Skills
			T	goals	Knowledge Understand how to use
		ΕX	Step 1	Check the model text and practice with the "conversation practice	Who is this? and how to answer it, She
		Expand (25		video".	is [can], and related words
		(25	Step 2	Organize the content you want to convey by checking the	Skills Acquire the skill to communicate
	44)		words and phrases with MPD, etc., and then make a "person	thoughts and feelings about people
5	~			introduction card".	close to you using the vocabulary and phrases they learned previously.
	45			Introduce each other in pairs about the person written on the	Step 2: Listening / Thought,
		Conc	lusion (5 .)	card. Fill in the "Things to be aware of in conversations" on p.45.	Judgment, Expression
		Conc	dusion (5 .)	Till in the Things to be aware of in conversations on p.45.	Able to listen to and understand what
					people close to someone can do and
					their personalities in a short
					conversation to get to know each other
					better.
Enjoy	Comm	unicati	on (6th) ☆Tell eacl	h other about what people close to you can do and their personalities to	o know each other better
		Introd	duction (10)	Greetings / Songs / SL (p.49) Listen to the names of multiple	Your Goal: Speaking (Interaction) / ◆
				letters in a row and write the capital letters. / Confirm Goals	Thought / Judgement / Expression
		Û	Let's Chant	Familiarize yourself with important expressions.	Able to talk about what people close to
		Expand (30)			you can do, their personalities, and how
	44	ıd (3	Your Goal	After watching the model video, introduce each other to	you feel and think about them using
6	~	0)		people close to you.	simple vocabulary and phrases.
	45			Take time for some instructions in the middle and repeat the	Your Goal: Talk / ★ Attitude
		_		activity	Trying to talk about what people close to
		Conc	clusion (5 .)	• Fill in the "After Activity Review" form.	you can do, their personalities, and how
				- Check "Reflection" on p.45 and CAN-DO Tree (MPD pp.42-43).	you feel and think about them using
0	the Use	700 /71	h) 4Daana= #= ::	nderstanding of the Japanese and the world sufficient and third about the	simple vocabulary and phrases.
over	uie Hoři	ZUN (/t		nderstanding of the Japanese and the world culture and think about th	e words to can people inrough
	1		watching the	video and the audio.	T
		Introd	duction (15 .)	Greetings / Songs / Read aloud in SL (p.49), paying attention to the	At this time, we will provide
				accent of the words. / Small Talk "How do you say eakon in	guidance toward the goal, but we
			T	English?" / Confirmation of goals	will not evaluate it to keep a record.
	46	Ε×	Cultural	Watch the video and think about the difference in the subject	
7	~	yano	Exploration	when introducing familiar people and animals.	See [*1]
	47	Expand (25		Fukabori!: After watching the video, notice that there are various	
)		expressions for "cow" in English, and think if there were similar	
		_		examples in Japanese.	
		Conc	clusion (5 .)	Review what you learned at this time.	

Over	Over the Horizon (8th) & Deepen the understanding of Japanese and the world culture through the video and the audio about the foreigners in							
Japar	Japan and the <i>Geta</i> slippers.							
		Introd	duction (10 .)	Greetings / Songs / SL (p.49) Listen to the names of multiple letters in a row and write the capital letters. / Confirm Goals	At this time, we will provide guidance toward the goal, but we			
	46	Expand	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	will not evaluate it to keep a record.			
8	~ 47	nd (30)	(30	Word Exploration	Watch the video and think about katakana (Japanese, English, etc.).	See [*1]		
		Conclusion (5 .)		Review the "Reflection" section on p.47 and review the entire unit.				

^{*} The Evaluation to keep in record in "reading" and "writing" will be determined based on the learning situation of each school. When conducting it, it is desirable not to determine the evaluation based on specific activities, but to make use of writings in textbooks, worksheets, end-of-unit tests, etc., and to continuously monitor the students' progress throughout the unit and then evaluate them comprehensively.

11.7(A)	Unit 5 Let's go to the zoo.	Textbook page	pp.50-61			
Unit Name	Offic 3 Let's go to the 200.	Time	8 hours			
	In order to inform your favorite facilities, you can ask about facilities, places,	Period of study	October~November			
Unit Objectives	and directions, and ask for and guide to places. They can also listen to the first sound of a word and write down lowercase letters.	Related Other	Social studies			
		Subjects				
	[Directions] Where is the park? / Go straight for one [two] block [blocks]. / Turn right [left]. / You can see it on your right					
Main expressions	[left]. / It's under the tree [in the pool / on the rock / by the rock].					
Wall Cxprc33ion3	[Facilities in the town] What do you have in your town? / We have a nice restaurant.					
	[Other] We can walk dogs there. / Your park is in space C. / Really? / Pardon?					
Main vocabulary	Main vocabulary Directions / Location / Town / Impressions / Situation, etc. Scene Di					
Functions	Ask, answer, instruct, and introduce					
Strategy	Speak while checking the understanding of the other person					

- ► Examples of Evaluation Criteria For all examples of Unit 5 evaluation criteria, please refer to the guidance manual "Research Edition" p. 161.
- ▶ Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded

time	page	Main Ac	tivities	Evaluation to keep in record	
Starti	ng Out (1st) ☆List	en to the details in the	e conversations about facilities, locations, and guidance.	
		Introduction (20.)	greeting SL (p.60) Let's Sing (song)	Listen to multiple words and choose the one with a different starting sound. Watch "This is our town." and review the unit's theme.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
	50	0.)	Small Talk Identify your goals	"What animal do you like?" Watch the Our Goal video to see what we are aiming for.	[*1] If you find an "attitude to take the initiative in learning" point regarding
1	50 ~ 51	Expand (20)	Listen and Think	 Look at the illustrations and guess the scene and the content of the conversation. Listen to the audio and write the number in the circle of the corresponding illustration. Watch anime and check the content of the conversation. 	"listening" while observing the class, it could be recorded as an evaluation.
		Conclus	Let's Chant ion (5 .)	Listen to (1) and (2) and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants. Review what you learned at this time.	
Startii	na Out (:			ions used in the conversations about facilities, locations, and guid	lance
<u> </u>	ing out (tion (10 .)	(Song) / Greeting / SL (p.60) Listen to the name of multiple letters in a row and write it in lowercase letters. / Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a
2	50 ~ 51	Expand (20)	Let's Chant Listen and Think Watch and Think ion (5 .)	"Excuse me!", (2) "What do you have in your town?" Watch the anime and use the important expressions you hear to communicate with the instructor and the children. - Watch the video to confirm the answer to 1. - Think about what you would like to convey and fill out your Plan. Review what you learned at this time.	record. See [*1]
Your	Turn (3rd		or locations and guide	<u> </u>	L
3	52 ~ 53		tion (10 .) Let's Watch 1	(Song) / Greeting / SL (p.60) Listen to multiple words and choose the one with the first sound different. / Confirm Goals Find out how to ask and answer questions on how to get to	Let's Listen 1 & 2: Listening / ● Knowledge / Skill Knowledge Understand expressions

				the destination.	that guide the way to the destination
			Let's Listen 1	Listen to the interaction and find out where the animal of	and the related phrases.
				interest is located at the zoo.	Skills Listen to interactions about the
			Let's Chant	① "Excuse me!"	location of animals at the zoo and
			Let's Try 1	Using a map of the zoo, ask each other in pairs where the animals are.	acquire the skills to hear specific information.
			Let's Listen 2	Listen to the interaction and listen to the position of the animal that the speaker is looking at.	
		0	i (5)		7
		Conclus	• • •	Review what you learned at this time.	
Your	Turn (4t	n) ☆lellea T	ach other about the	racilities they recommend.	
		Introduct	ion (15 .)	(Song) / Greeting / SL (p.60) Listen to the name of multiple letters in a row and write it in lowercase letters. / Small Talk	Let's Listen 3: Listening / •Knowledge and Skills
			Let's Watch 2	"Where is the lion?" / Confirm your goals Check how to ask about facilities in the town and how to	Knowledge Understand expressions that ask for things in the town and related
	50	Xp	Let's Water 2	answer.	words and phrases.
	52	and	Let's Listen 3	Listen to the exchanges and ask about the facilities in the	Skills Acquire the skills to listen to
4	~	Expand (25)	Let's Listeri 3	town.	exchanges about places where facilities
	53		Let's Chant	② "What do you have in your town?"	are located in the town and to hear
			Let's Try 2	Pair up and ask each other for recommendations for	specific information.
			Let's Hy 2	facilities in your town.	
		Conclusi	on (5)	Check the "Reflection" section on p.53.	
Fnio	, Comm			expressions for facilities, location, and guidance. Think about how	to guide to the place and introduce
,0)				the place after choosing one particular facility in the town.	. to gaine to the place and introduce
		Introduct		(Song) / Greeting / SL (p.61) Listen to multiple words and	Step 2: Speaking (Interaction) /
			(-)	choose the one with a different first sound. / Small Talk	•Knowledge and Skills
				"Where is the gym?" / Confirmation of goals	Knowledge Understands [expressions
		Ш	Step 1	Check the model text and practice with the "conversation	that ask for things in the town or show the
		Expand (25)	·	practice video".	way to the facilities in the town, and
		nd (;	Step 2	Draw a picture of your town's favorite facilities and	related words and phrases].
	54	25)	·	complete the original town on pp. 56-57.	Skills Acquire the skill to communicate
5	54			Organize the content you want to convey by checking	thoughts and feelings about places
5	55			words and phrases with MPD.	where there are facilities in the town
	33			Use the original town to exchange directions in pairs.	using [↑].
		Conclusi	on (5 .)	Fill in the "Things to be aware of in conversations" on p.55.	Step 2: Listening / ◆ Thought,
					Judgment, Expression
					In order to get to know the town better,
					you can get specific information from
					exchanges about the places where the
	_	<u> </u>			town's facilities are located.
Enjoy	Comm	unication	<u> </u>		
		Introduct	tion (10 .)	Greetings / Songs / SL (p.61) Listen to the names of	Your Goal: Speaking (Interaction) / •
				multiple letters in a row and write the lowercase letters. /	Thought / Judgement / Expression
				Confirm Goals	In order to let the other person know
		Ψ	Let's Chant	Familiarize yourself with important expressions with 1 & 2.	more about their town, they use simple
	54	Expand (30)	Your Goal	After watching the model video, guide each other in the	phrases and basic expressions to convey
6	~	(30	Tour Goal	original town.	their thoughts and feelings about the
	55			Take time for some instructions in the middle and repeat	places where the town's facilities are
				the activity.	located. Your Goal: Talk / ★ Attitude
		Conclusi	on (5 .)	Fill in the "After: Activity Review" form.	Trying to (ABOVE).
		231101031	(/	- Check the "Reflection" on p.55 and the CAN-DO tree	Trying to (ADOVE).
				(MPD pp.42-43).	
Over	the Hor	izon (7th)	☆Deepen the unde	rstanding of Japanese and the world culture through thinking about	ut the world (traffic) signs and map
		` '		ising the video and the audio	, , ,
			signs (ioning and video data are addite	

		Introduction (15 .)		Listen to multiple words in Greeting / Song / SL (p.61) and	At this time, we will provide	
				choose the one with a different first sound. / Small Talk "What	guidance toward the goal, but we	
				do you have on Mondays?" / Confirm your goals	will not evaluate it to keep a record.	
	58	Ϋ́	Cultural	Watch videos about signs overseas and think about where		
7	~	Expan	Exploration	they are.	See [*1]	
	59	ıd (25)		Fukabori!: Look at the map symbols used in the United		
		5)		States and think about their meanings and similar map		
				symbols in Japan.		
		Conclusion (5 .)		Review what you learned at this time.		
	van the Universe (Oth) A Decrease the constraint of leaveness and the constraint of the south features in leaven and					

Over the Horizon (8th) ☆Deepen the understanding of Japanese and the world cultures through thinking about foreigners in Japan and Okonomiyaki using the video and the audio.

		Introducti	on (10 .)	Greetings / Songs / SL (p.61) Listen to the names of	At this time, we will provide
				multiple letters in a row and write the lowercase letters. /	guidance toward the goal, but we
				Confirm Goals	will not evaluate it to keep a record.
	58	Ψ.	Exploring Japan	Watch the interview video of a foreigner working in Japan	
8	20	Expand		and check the content.	See [*1]
0	~ 59	d (30	Word Exploration	Watch the video and think about the "disappearing sounds"	
	39	0)		and "connecting sounds" when you pronounce English at a	
				natural speed.	
		Conclusio	on (5 .)	Review the "Reflection" section on p.59 and review the	
				entire unit.	

^{*} The Evaluation to keep in record in "reading" and "writing" will be determined based on the learning situation of each school. When conducting it, it is desirable not to determine the evaluation based on specific activities, but to make use of writings in textbooks, worksheets, end-of-unit tests, etc., and to continuously monitor the students' progress throughout the unit and then evaluate them comprehensively.

	Linit C. At a section of		Textbook page	pp.62-71		
Unit Name	Unit 6 At a restaurant.		Time	8 hours		
	In order to enjoy the cuisine from various parts of Japan, yo	ou can order	Period of study	November~December		
Unit Objectives	and ask for prices, and you can politely order and ask for pr also listen to the first sound of a word and write down lower	•	Related Other	Home Economics &		
	listening to the names of multiple letters.	,	Subjects	Math		
	[Order] What would you like? / I'd like a hamburger and juice.					
Main expressions	[Price] How much is it? / It's 940 yen.					
Iviairi expressions	[Other] This is Shizuoka Restaurant. / Your change is 20 yen. / Let me see. / Thank you for cog. / Fujinomiya fried noodles are good. / Please come again.					
	Food / Drinks / Desserts / Flavors / Numbers (price),	scene	Restaurant			
Main vocabulary	etc.					
Functions	Ask, answer, instruct, and introduce	·		·		
Strategy	Check the order details, prices, etc.by repeating.					

► **Examples of Evaluation Criteria** For all examples of Unit 6 evaluation criteria, see the guidance manual "Research Edition" p. 179.

▶ Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded

time	page	Main	Activities		Evaluation to keep in record
Starti	ng Out (1st) ☆	Listen to the details in	the conversations about ordering food and asking for prices.	1
		Introduc	greeting SL (p.70)	Listen to multiple words and choose the one with a different	At this time, we will provide guidance toward the goal, but we will not
		Introduction (20)	Let's Sing (song)	starting sound. "Welcome to a healthy restaurant." and review the unit's theme.	evaluate it to keep a record. [*1] If you find an "attitude to take the
			Small Talk	"What drink do you want?"	initiative in learning" point regarding
	62		Identify your goals	Watch the Our Goal video to see what we are aiming for.	"listening" while observing the class, it
1	62 ~ 63	Expand (20)	Listen and Think	 Look at the illustrations and guess the scene and the content of the conversation. Listen to the audio and write the number in the circle of the corresponding illustration. Watch anime and check the content of the conversation. 	could be recorded as an evaluation.
			Let's Chant	Listen to (1) and (2) and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants.	
		Conc	lusion (5 .)	Review what you learned at this time.	
Starti	ng Out (2nd) :	☆Get used to the expi	ressions used in the conversations about ordering food and askin	g for prices.
		Introd	luction (10 .)	(Song) / Greeting / SL (p.70) Listen to the name of multiple letters in a row and write it in lowercase letters. / Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
		Ũ	Let's Chant	① "What would you like?" • (2) "How much is this?"	
2	62 ~	Expand (3	Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	See [*1]
	63	(30)	Watch and Think	- Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.	
		Conc	lusion (5 .)	Review what you learned at this time.	
Your ⁻	Turn (3rd	l) ☆Pr	actice ordering food a	nd asking for prices with friends	<u> </u>

		Lucture	d (40)	(Carrel) / Chapting / Cl. (n. 70) Listen to modifying young and	Latin Lister d. Latin True delictories v.
		Intro	duction (10 .)	(Song) / Greeting / SL (p.70) Listen to multiple words and choose the one with the first sound different. / Confirm Goals	Let's Listen 1 • Let's Try 1:Listening / •Knowledge and Skills
	64	Expand (30	Let's Watch 1 Let's Listen 1	Find out how to order a meal. Listen to the interaction and listen to what they ordered.	Knowledge Understand how to use 'What would you like?', 'I'd like' and related
3	~	nd (;			words and phrases.
	65	30)	Let's Chant	①"What would you like?"	Skills: Listen to the exchange of ordering
		C	Let's Try 1	Use pp.12-13 of MPD to exchange orders in pairs.	meals and acquire the skills to hear
		Cond	clusion (5 .)	Review what you learned at this time.	specific information.
Your	Turn (4t	h) ☆Pr	actice ordering food	I with prices with friends	
		Intro	duction (15 .)	(Song) / Greeting / SL (p.70) Listen to the name of multiple letters in a row and write it in lowercase letters. / Small Talk "What dessert do you like?" / Confirmation of goals	Let's Listen 2: Listening / •Knowledge and Skills Knowledge Underestand how to use 'How
		Û	Let's Watch 2	Find out how to ask for the price and how to answer it.	much is it?', 'It's yen.' and related terms
		Expand	Let's Listen 2	Listen to the exchange and ask what they bought and the	Skills Able to Listen to the exchanges in which people ask for prices in shopping
	64	(25	Let's Chant	total price.	situations and acquire the skills to hear
4	~			② "How much is this?"	specific information.
	65		Let's Try 2	Use pp.12-13 of MPD to exchange orders in pairs.	Let's Try 2: Listening / ◆ Thought,
		Cond	clusion (5 .)	Check the "Reflection" section on p.65.	Judgement, Expression In order to enjoy the cuisine from various parts of Japan, students listen to specific information from the exchange of ordering meals and asking for prices.
Enjoy	/ Comm	unicati	on (5th) ☆Think at	oout a lunch menu to recommend and how to present it by organizir	ng expressions regarding food and price
		Intro	duction (15 .)	(Song) / Greeting / SL (p.71) Listen to multiple words and choose the one with a different first sound. / Small Talk "How	Step 2: Speaking (Interaction) / •Knowledge and Skills
			T	much is it?" / Confirm your goals	Knowledge Understand how to use [Wha would you like?, I'd like, How much is
		ΕX	Step 1	Check the model text and practice with the "conversation	it?, It's yen. and related words].
	66	Expand (25	C+ 0	practice video".	Skills Acquire the skill to communicate
5	~	(25	Step 2	Become a group, and each person chooses a prefecture and makes a "recommended lunch set".	thoughts and feelings about the menu and
	67			After organizing the content you want to convey by checking the words and phrases with MPD, make a "recommended lunch set". Orders and prices are exchanged in pairs.	its prices using [ABOVE].
		Conc	lusion (5 .)	Fill in the "Things to be aware of in conversations" on p.67.	
Enio	/ Comm		, ,	ce and order the recommended lunch set to enjoy the cuisine from	various parts of Japan
,-,		1	duction (10 .)	Greetings / Songs / SL (p.71) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm	Your Goal: Speaking (Interaction) / ◆ Thought / Judgement / Expression
			Let's Chant	Goals Familiarize yourself with important expressions.	In order to enjoy the cuisine from various parts of Japan, they communicate their
	66	Expand			thoughts and feelings about each
6	66	ınd (Your Goal	After watching the model video, use the "Recommended	recommended menu using simple phrase
)	67	(30)		Lunch Set" to exchange in a group.	and basic expressions.
	07	-		Take time for some instructions in the middle and repeat	Your Goal: Speaking / ★ Attitude
		Con	clusion (F.)	the activity.	Trying to [ABOVE].
		Cond	clusion (5 .)	- Fill in the "After Activity Review" form. - Check the "Reflection" on p.67 and the CANLOG tree (MPD).	
				- Check the "Reflection" on p.67 and the CAN-DO tree (MPD pp.42-43).	
Over	the Hor	izon (71		nderstanding of the Japanese and the world culture and think about	the food culture around the world
		Ι,,		ough watching the video and the audio.	Acut e m ···
7	68 ~	Intro	duction (15 .)	Listen to multiple words in Greeting / Song / SL (p.71) and choose the one with a different first sound. / Small Talk "What	At this time, we will provide guidance toward the goal, but we will not
7	~ 69		T	food do you like?" / Confirm your goals	evaluate it to keep a record.
	33	П	Cultural	Watch videos and think about world cuisine and food culture.	

			ı		
			Exploration	Fukabori!: Watch the video and think about the differences in the way people eat food around the world.	See [*1]
		Cond	clusion (5 .)	Review what you learned at this time.	
Over	the Hori	zon (81	th) ☆Deepen the und	erstanding of Japanese and the world cultures through thinking al	bout foreigners in Japan and tea using
the vi	deo and	the auc	lio.		
		Intro	duction (10 .)	Greetings / Songs / SL (p.71) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
8	68 ~	Expand	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	See [*1]
	69	d (30)	Word Exploration	Listen to the pronunciation of foreign foods in the original language and think about the differences.	
		Cond	clusion (5 .)	Review the "Reflection" section on p.69 and review the entire unit.	
When	conductin	g an end	d-of-unit test, secure time	for it by shortening the time spent on some of the activities during the 7th ar	nd 8th periods, such as Fukabori and
Explor	ing Japan	. The tes	st includes questions to e	valuate Knowledge $\&$ Skills of listening, reading, and writing, and Thought, J	ludgementment, Expression of listening. (for
details	, see the \	Norkshe	et Edition or the (See "In	struction Manual Content Library").	
[Ro	utine Lea	rning]		Writing / ● Knowledge / Skill * Comprehe	nsively evaluate through Unit 4~6.
Soun	ds and L	etters (pp.70-71)	Knowledge Understand the lowercase of the alphabet.	
				Skills: Acquire the skill of listening to the pronunciations of the names of the	e lowercase of the alphabet and writing them
				down	

Unit Name	Chack Vous Stone 2		Textbook page	pp.72-73
Unit Name	Check Your Steps 2 Listen! My Town		Time	2 hours
	In order to let people know the goodness of the area where the	ey live, they	Period of study	December
Unit Objectives	can organize the contents of the local things, food, people clos	se to them,	Related Other	_
	etc., and then present their thoughts and feelings.		Subjects	
Main expressions	[Revision] I'm / I like / I live in / This is / She [He] is / She [[He] can / Wha	at do you have [like] i	n your town? etc
Main vocabulary	Town / Location / Impressions / Situation / Personality etc. s	scene	Poster presentation	in the classroom
Functions	Present, Explain			
Strategy	Be creative in how you present the material, ask questions that	at you want to asl	k more.	

▶ Examples of evaluation criteria * It is recommended that viewpoints and areas marked with ⊚ be kept in record.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	< knowledge > understanding [expressions and related words and phrases that introduce things in the community, food, familiar people, etc.]. < skills> they have acquired the ability to listen to short stories about the goodness of their friends' neighborhoods and to hear specific information.	In order to learn about the goodness of the area where my friends live, they can understand specific information about local things, food, and people close to them.	In order to learn about the goodness of the area where my friends live, they try to understand specific information about local things, food, and people close to them.
Speaking	< Knowledge > Have an understanding of [ditto]. ⊚ < Skills> they have acquired the ability to talk about their thoughts and feelings about the goodness of the area where they live using [ditto]. ⊚	In order to let people know the goodness of the area where they live, they can organize the contents of the area, food, and people close to them, and then can talk about their thoughts and feelings using simple phrases and basic expressions.	In order to let people know the goodness of the area where they live, they try to talk about their thoughts and feelings using simple phrases and basic expressions after organizing the contents of the area, food, and people close to them.

► Example of the evaluation rubric for "Speaking (Presentation)"

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
A (satisfactory)	In addition to B, you can include simple words and basic expressions that you have learned so far, and you can speak correctly enough.	In order to let people know the goodness of the area where they live, they can talk about their thoughts and feelings about local things, food, and people close to them after organizing the contents sufficiently.	In order to let people know the goodness of the area where they live, they can make use of materials and speak in a sufficiently easy-to-understand manner with an awareness of the other person, such as eye contact and reactions.
B (Generally satisfactory)	(1) People close to you(2) Recommended places(3) FoodYou can talk about these more or less correctly.	In order to let people know the goodness of the area where they live, they can talk about their thoughts and feelings after organizing the contents of the local things, food, and people close to them.	In order to let people know the goodness of the area where they live, they can make good use of materials and speak in an easy-to-understand manner with an awareness of the other person, such as eye contact and reactions.
C (Effort required)	Less than B.	Less than B.	Less than B.

► Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded

ti m e	p a g e		n Activities	Letters / INIPD-INIY Picture Dictionally	Evaluation to keep in record
				In order to let people know the goodness of the area where they live, they can pick up specific information about local things, food, and people close to them, and talk about it after organizing the contents.	
		Introducti	greeting	 Before the start of class, play the Let's Sing from Unit 4~6 to create an atmosphere. Ask about mood, date, day of the week, weather, etc. 	
		Introduction (10.)	Small Talk	The instructor and the children exchange information about things in the community, food, and people close to them. Also, ask the children about what they are interested in and have them answer.	
1	72 ~	Expand (30	Your Goal	- Watch the video and check the goals and goal activities of the unit Check the necessary expressions and vocabulary. Share the rubric with everyone as needed.	STEP: Speaking (Presentation) / •Knowledge and Skills Knowledge Understand [expressions and
	73	30)	HOP	Listen to the audio of Akina's presentation and write what you understand. Check what you have learned in pairs or as a whole.	related words that can be used to introduce local things, food, familiar people, etc.].
			STEP	 Use the chart on p.73 to organize your thoughts and information. Time for personalized learning. Students will review their learning in Unit 4~6 by watching the video and audio of the textbook and checking the words and phrases with the MPD. Take time for some instructions in the middle and repeat the activity. Fill out p.72 "Write what you want to devise in your presentation." 	Skills Acquire the skill to tell your thoughts and feelings using [ditto] about the goodness of the area where you live.
		Conclusion (5 .)		Review what you learned at this time.	
				In order to let people know the goodness of the area where they live, they can talk about things in the area, food, people close to them, etc., after organizing the contents.	
		Introduction	greeting	Before the start of class, play the Let's Sing of Unit 4~6 to create an atmosphere. Ask about mood, date, day of the week, weather, etc.	
		on	Small Talk etc	Perform the same activity as in the first session or choose 1~2 songs from Unit 4~Unit 6's Let's Chant and sing them together to get used to it.	
2	72 ~	Expand (25)	Your Goal	 Share with the class what was good about the previous lesson and what you can improve. Watch the Your Goal video and reconfirm the purpose and rubric of the activity. Also, check what you wrote in the previous session "Let's write what you want to do well in your presentation." 	JUMP: Speaking (Presentation) / Thought / Judgement / Expression "In order to let people know the goodness of the area where they live, they organize the contents of the area, food, people
	73		JUMP	 Divide the entire class into two groups and present and listen to poster sessions. The instructor may highlight the ingenuity he/she has noticed to make a good speech as a whole. 	close to them, etc., and then use simple phrases and basic expressions to express their thoughts and feelings." JUMP: Speaking (Presentation) / ★ Attitude Trying to [ditto]
		Cond	Clusion (10 .)	 Check the MPD CAN-DO tree (pp.42-43) and self-evaluate. (If possible) record and submit your presentation as a summary of the second semester. Fill in the JUMP form on p.73 of the textbook. Instructors provide feedback on the 1st- 2nd semester to touch on the growth of students and build confidence. 	

	11:27 Web		Textbook page	pp.74-83	
Unit Name	Unit 7 Welcome to Japan!		Time	8 hours	
	In order to convey the charms of various parts of Japan, you	can listen and	Period of study	January~February	
Unit Objectives	introduce where to go and what to do to the groups. They car recognize the sound of the end of a word and write down the		Related Other	Social Studies	
	letters after listening to the names of multiple letters.		Subjects		
	[Place you want to go] Where do you want to go? / I want to g	go to Shiga.			
Main expressions	[Reasons to go, what to do] Why do you want to go to Shiga? / I want to go to Lake Biwa. / What do you want to do in				
Main expressions	Lake Biwa? / I want to go fishing. / It's exciting. / I want to eat lunch there.				
	[Other] It's very colorful. / Sounds nice! / Welcome to Japan. /	/ Let's go to the Ka	anto Area. / Thank yo	u for listening.	
Main vocabulary	Movement / Seasons / Colors / Shapes / Impressions /	scene	Classroom / Tourist	Information CM	
Walii Vocabalary	Appearance, etc.				
Functions	Present, introduce, ask questions, and answer				
Strategy	Communicate with a smile or a happy voice				

► Examples of Evaluation Criteria For all examples of evaluation criteria in Unit 7, see the guidance manual "Research Edition" p. 201.

▶ Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded

time	page	Main	Activities		© Evaluation to keep in record
Starti	ng Out (1st) ⊀	Listen to the details ir	n the conversations about the places you want to go and things to	do there.
		Introduction (20.)	greeting SL (p.82)	Listen to multiple words and choose the one with a different ending sound.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
		n (2(Let's Sing (song)	"Yokoso!"and review the unit's theme.	
		0.)	Small Talk	"What season do you like?"	[*1] If you find an "attitude to take the
			Identify your goals	Watch the Our Goal video to see what we are aiming for.	initiative in learning" point regarding
1	74 ~ 75	Expand (20)	Listen and Think	 Look at the illustrations and guess the scene where the conversation is taking place. Listen to the audio and write the number in the circle of the corresponding illustration. Watch anime and check the content of the conversation. 	"listening" while observing the class, it could be recorded as an evaluation.
			Let's Chant	Listen to (1) and (2) and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants.	
		Conc	lusion (5 .)	Review what you learned at this time.	
Starti	ng Out (2	2nd) ☆	Get used to the expre	essions used in the conversations about the places you want to go	and things you want to do there.
		Introd	luction (10 .)	(Song) / Greeting / SL (p.82) Listen to the name of multiple letters in a row and write it in lowercase letters. / Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
		Ε×	Let's Chant	① "Where do you want to go?"/ (2) "I want to go to the <i>onsen</i> ."	
2	74 ~	Expand (30	Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	See [*1]
	75	30)	Watch and Think	- Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.	
		Conc	lusion (5 .)	Review what you learned at this time.	
Your	Turn (3rd	l) ☆Int	roduce the places you	want to go and the reasons for going there to your friends.	
3	76	Introd	fuction (10 .)	(Song) / Greeting / SL (p.82) Listen to multiple words and	Let's Listen 1 · Let's Try 1:Listening

				abassa the one with a different anding sound / Confirm Cools	/ ●Knowledge and Skills
	~		1	choose the one with a different ending sound. / Confirm Goals	7 Traiowicage and Citilis
	77	Expand (30)	Let's Watch	Find out how to ask and answer questions about where you want to go.	Knowledge Understand how to use 'Where do you want to go?', 'I want to go
) pt	Let's Listen 1	Listen to the interaction and ask where you want to go.	to', 'Why [What] do you want to?',
		0)	Let's Chant	① "Where do you want to go?" • (2) "I want to go to the onsen."	and related phrases. Skills Able to listen to exchanges about
			Let's Try 1	Ask each other in pairs about where they want to go in Japan	the places you want to visit in Japan and the reasons and acquire the skills to
		Conc	lusion (5 .)	and why. Review what you learned at this time.	listen to specific information.
Vour	Turn (4t			ou want to go and the things you want to do there to your friends.	
IOui		·		<u> </u>	Lada Listan O Listania a /
		Introd	uction (15 .)	(Song) / Greeting / SL (p.82) Listen to the name of multiple letters in a row and write it in lowercase letters. / Small Talk	Let's Listen 2: Listening / Knowledge and Skills
				"Can you find circles in our classroom?" / Confirm your goals	Knowledge Understand how to use 'I wa
		Ф	Let's Listen 2	Listen to tourism commercials and hear about tourist	to go to' and related words and
		Expand (25		attractions and their attractions.	phrases.
	76	ld (2	Let's Chant	② "I want to go to the <i>onsen</i> ."	Skills Able to listen to tourism commercia
4	~	5)	Let's Try 2	Ask each other where you want to go in Japan, why, and	about places in Japan and their attraction and acquire the skills to listen to specific
+	77			what you want to do.	information.
	' '	Concl	usion (5 .)	Check the "Reflection" section on p.77.	Let's Try 2: Listening / ◆ Thought,
					Judgement, Expression
					In order to learn about the charms of
					various parts of Japan, they understand
					specific information from exchanges abo
					places to go and what to do there.
Enjo	y Comm	unicatio	on (5th) ☆Think ab	out the contents of a commercial for tourism by reviewing what they information.	've learned and organizing the
				inionnation.	
		Introd	uction (15 .)	(Song) / Greeting / SL (p.83) Listen to multiple words and	Step 2: Speaking (Presentation) /
		Introd	uction (15 .)		Step 2: Speaking (Presentation) / •Knowledge and Skills
		Introd	uction (15 .)	(Song) / Greeting / SL (p.83) Listen to multiple words and	
			uction (15 .) Step 1	(Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk	Knowledge and Skills Knowledge Understand how to use
	78		· · ·	(Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation	Knowledge and Skills Knowledge Understand how to use [Where do you want to go?、I want to to、Why [What] do you want to?] and related words.
5	~	Introd Expand (25)	Step 1	(Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video".	Knowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to to, Why [What] do you want to?] and related words. [Skills] Acquire the skill to talk about the
5	78 ~ 79		Step 1	(Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". • Organize into a group for each region of Japan and make	Knowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to to, Why [What] do you want to?] and related words. [Skills] Acquire the skill to talk about the places you want to visit in Japan and the
5	~		Step 1	(Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in	Knowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to to, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your
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<u> </u>	~		Step 1	(Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the	Knowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to to, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your
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	~ 79	Expand (25)	Step 1 Step 2 usion (5 .)	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. 	Knowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to go, Why [What] do you want to?] and related words. [Skills] Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your
	~ 79	Expand (25) Conclusion	Step 1 Step 2 usion (5 .)	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. 	Knowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to go?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your thoughts and feelings.
	~ 79	Expand (25) Conclusion	Step 1 Step 2 usion (5 .) on (6th) ☆Present	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. 	■Knowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to go, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your thoughts and feelings. Your Goal: Speaking (Presentation) Thought / Judgement / Expression
	~ 79	Expand (25) Conclusion	Step 1 Step 2 usion (5 .) on (6th) ☆Present uction (10 .)	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals 	
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Enjo	~ 79	Expand (25) Conclusion Introduction	Step 1 Step 2 usion (5 .) on (6th) ☆Present uction (10 .) Let's Chant	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals (1) and (2) Familiarize yourself with important expressions. 	
Enjo	~ 79 Y Comm	Expand (25) Conclusion	Step 1 Step 2 usion (5 .) on (6th) ☆Present uction (10 .) Let's Chant	(Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals (1) and (2) Familiarize yourself with important expressions.	■Knowledge and Skills Knowledge Understand how to use [Where do you want to go?、I want to to, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your thoughts and feelings. Your Goal: Speaking (Presentation). Thought / Judgement / Expression In order to convey the charms of various parts of Japan, they talk about their thoughts and feelings about the places they want to go and what they want to do?
Enjo	~ 79 V Comm 78 ~ ~	Expand (25) Conclusion Introduction	Step 1 Step 2 usion (5 .) on (6th) ☆Present uction (10 .) Let's Chant	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals (1) and (2) Familiarize yourself with important expressions. After watching the model video, use the "Tourist Information Card" to announce the tourist information commercial as a group. Take time for some instructions in the middle and repeat 	Nowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to go, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your thoughts and feelings. Your Goal: Speaking (Presentation) ↑ Thought / Judgement / Expression In order to convey the charms of various parts of Japan, they talk about their thoughts and feelings about the places they want to go and what they want to do there, using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude
Enjo	~ 79 V Comm 78 ~ ~	Expand (25) Conclusion Introduction (30)	Step 1 Step 2 usion (5 .) on (6th) ☆Present uction (10 .) Let's Chant Your Goal	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals (1) and (2) Familiarize yourself with important expressions. After watching the model video, use the "Tourist Information Card" to announce the tourist information commercial as a group. Take time for some instructions in the middle and repeat the activity. 	■Knowledge and Skills Knowledge Understand how to use [Where do you want to go?、I want to go to, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and their charms using [Ditto] to talk about your thoughts and feelings. Your Goal: Speaking (Presentation) Thought / Judgement / Expression In order to convey the charms of various parts of Japan, they talk about their thoughts and feelings about the places they want to go and what they want to do there, using simple phrases and basic expressions.
Enjo	~ 79 V Comm 78 ~ ~	Expand (25) Conclusion Introduction (30)	Step 1 Step 2 usion (5 .) on (6th) ☆Present uction (10 .) Let's Chant	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals (1) and (2) Familiarize yourself with important expressions. After watching the model video, use the "Tourist Information Card" to announce the tourist information commercial as a group. Take time for some instructions in the middle and repeat the activity. Fill in the "After Activity Review" form. 	Nowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to go, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your thoughts and feelings. Your Goal: Speaking (Presentation) ↑ Thought / Judgement / Expression In order to convey the charms of various parts of Japan, they talk about their thoughts and feelings about the places they want to go and what they want to do there, using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude
Enjo	~ 79 V Comm 78 ~ ~	Expand (25) Conclusion Introduction (30)	Step 1 Step 2 usion (5 .) on (6th) ☆Present uction (10 .) Let's Chant Your Goal	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals (1) and (2) Familiarize yourself with important expressions. After watching the model video, use the "Tourist Information Card" to announce the tourist information commercial as a group. Take time for some instructions in the middle and repeat the activity. Fill in the "After Activity Review" form. Check "Reflection" on p.79 and CAN-DO no Tree (MPD 	Nowledge and Skills Knowledge Understand how to use [Where do you want to go?、I want to go and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your thoughts and feelings. Your Goal: Speaking (Presentation) Thought / Judgement / Expression In order to convey the charms of various parts of Japan, they talk about their thoughts and feelings about the places they want to go and what they want to go there, using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude
≣njo <u>r</u>	~ 79 y Comm 78 ~ 79	Expand (25) Conclusion Expand (30) Conclusion Con	Step 1 Step 2 usion (5 .) on (6th) ☆Present uction (10 .) Let's Chant Your Goal	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals (1) and (2) Familiarize yourself with important expressions. After watching the model video, use the "Tourist Information Card" to announce the tourist information commercial as a group. Take time for some instructions in the middle and repeat the activity. Fill in the "After Activity Review" form. 	Nowledge and Skills Knowledge Understand how to use [Where do you want to go?, I want to go, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and the charms using [Ditto] to talk about your thoughts and feelings. Your Goal: Speaking (Presentation) Thought / Judgement / Expression In order to convey the charms of various parts of Japan, they talk about their thoughts and feelings about the places they want to go and what they want to do there, using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [ditto].
≣njo <u>r</u>	~ 79 y Comm 78 ~ 79	Expand (25) Conclusion Expand (30) Conclusion Con	Step 1 Step 2 usion (5 .) on (6th) ☆Present auction (10 .) Let's Chant Your Goal usion (5 .)	 (Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals (1) and (2) Familiarize yourself with important expressions. After watching the model video, use the "Tourist Information Card" to announce the tourist information commercial as a group. Take time for some instructions in the middle and repeat the activity. Fill in the "After Activity Review" form. Check "Reflection" on p.79 and CAN-DO no Tree (MPD pp.42-43). 	Nowledge and Skills Knowledge Understand how to use [Where do you want to go?、I want to go, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and their charms using [Ditto] to talk about your thoughts and feelings. Your Goal: Speaking (Presentation) ↑ Thought / Judgement / Expression In order to convey the charms of various parts of Japan, they talk about their thoughts and feelings about the places they want to go and what they want to do there, using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [ditto].
3	~ 79 y Comm 78 ~ 79	Expand (25) Conclusion (7t) izon (7t)	Step 1 Step 2 usion (5 .) on (6th) ☆Present auction (10 .) Let's Chant Your Goal usion (5 .)	(Song) / Greeting / SL (p.83) Listen to multiple words and choose the one with a different ending sound. / Small Talk "What do you want to do in Okinawa?" / Confirm Goals Check the model text and practice with the "conversation practice video". Organize into a group for each region of Japan and make a "tourist information card" for the places you want to go in that region. Organize the content you want to convey by checking the words and phrases in MPD, and think about tourist information commercials. Fill in the "Things to be aware of in the presentation" on p.79. the commercials to to convey the charms of various parts of Japan Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals (1) and (2) Familiarize yourself with important expressions. After watching the model video, use the "Tourist Information Card" to announce the tourist information commercial as a group. Take time for some instructions in the middle and repeat the activity. Fill in the "After Activity Review" form. Check "Reflection" on p.79 and CAN-DO no Tree (MPD pp.42-43).	Nowledge and Skills Knowledge Understand how to use [Where do you want to go?、I want to go to, Why [What] do you want to?] and related words. Skills Acquire the skill to talk about the places you want to visit in Japan and their charms using [Ditto] to talk about your thoughts and feelings. Your Goal: Speaking (Presentation) / Thought / Judgement / Expression In order to convey the charms of various parts of Japan, they talk about their thoughts and feelings about the places they want to go and what they want to do there, using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [ditto].

	81			"What do you like about Japanese culture?" / Confirmation of goals	evaluate it to keep a record.	
		Expand (25	Cultural Exploration	Watching the video and thinking about Japan's paintings that influenced the world.	See [*1]	
		d (25)		Fukabori!: Watch the video and think about the current influence of Japanese culture on the world.		
		Conc	usion (5 .)	Review what you learned at this time.		
Ove	r the Hor	rizon (8		erstanding of Japanese and the world cultures through thinking al ese culture using the video and the audio.	bout the foreigners in Japan and the	
	80 ~ 81	Introduction (10 .)		Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.	
8		Expand (30	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	See [*1]	
,		d (30)	Word Exploration	Watch the video and think about Japanese as it is used as English.		
		Conc	usion (5 .)	Review the "Reflection" section on p.81 and review the entire unit.		
Whe	n conducti			'	and 8th periods, such as Fukabori and	

Exploring Japan. The test includes questions to evaluate Knowledge & Skills of listening, reading, and writing, and Thought, Judgementment, Expression of listening. (for details, see the Worksheet Edition or the (See "Instruction Manual Content Library").

^{*} The Evaluation to keep in record in "reading" and "writing" will be determined based on the learning situation of each school. When conducting it, it is desirable not to determine the evaluation based on specific activities, but to make use of writings in textbooks, worksheets, end-of-unit tests, etc., and to continuously monitor the students' progress throughout the unit and then evaluate them comprehensively.

Lla 24 Niama	Unit 8 Who is your hero?		Textbook page	pp.84-93
Unit Name			Time	8 hours
	In order to get to know each other better, you can listen to a		Period of study	February~March
Unit Objectives	profession and specialties of the person you admire. They can also listen to the sound of the end of a word, listen to the name of multiple letters, and write them down.		Related Other	Moral education
			Subjects	
Main expressions	[The person they admire] Who is your hero? / My hero is Yamanaka Shinya. [Profesison] He [She] is a (famous) scientist. [Things they're good at] He [She] is good at running marathons. / He [She] is amazing. [Other] I have a question. / Can he speak English well? / Good job! / Hello, everyone. / Look at this picture. / Thank you for listening.			
Main vocabulary	Occupation / Personality / Play / Behavior / Impressions / scene Sofia's House / Classroom Appearance, etc.			
Functions	Present, introduce, ask questions, and answer			
Strategy	Ask questions to deepen your understanding			

► Examples of Evaluation Criteria For all examples of evaluation criteria in Unit 8, see the guidance manual "Research Edition" p. 219.

► Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded

time	page	Main	Main Activities		© Evaluation to keep in record
Starti	ng Out (1st) ☆	Listen to the details	in the conversations about the person they admire.	
		Introduction (20.)	greeting SL (p.92) Let's Sing (song)	Listen to multiple words and choose the one with a different ending sound. Watch "Me Hero" and review the unit's theme.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
	04		Small Talk Identify your goals	"Are you active?" Watch the Our Goal video to see what we are aiming for.	[*1] If you find an "attitude to take the initiative in learning" point regarding "listening" while observing the class, it
1	84 ~ 85	Expand (20)	Listen and Think Look at the illustrations and guess conversation is taking place. Listen to the audio and write the nu corresponding illustration.	Listen to the audio and write the number in the circle of the	could be recorded as an evaluation.
			Let's Chant	Listen to (1) and (2) and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants.	
		Cond	clusion (5 .)	Review what you learned at this time.	
Starti	ng Out (2nd) ⊀	Get used to the exp	oressions used in the conversations about the person they admire.	
		Introduction (10 .)		(Song) / Greeting / SL (p.92) Listen to a person's name one letter at a time and write it in uppercase and lowercase letters. / Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a
	84	Δ	Let's Chant	① "My hero is my father." • (2) "Why is he your hero?"	record.
2	~ 85	Expand (30)	Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	See [*1]
		0)	Watch and Think	- Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.	
		Conc	clusion (5 .)	Review what you learned at this time.	

Your	Turn (3re	d) ☆lr	ntroduce the perso	n they admire and his/her job to your friends			
		Introd	duction (10 .)	(Song) / Greeting / SL (p.92) Listen to multiple words and choose the one with a different ending sound. / Confirm Goals	Let's Listen 1 • Let's Try 1:Listening		
		Ϋ́	Let's Watch	Find out how to ask and answer about the person you admire.	Knowledge Understand how to use		
	86	Expand (30)	Let's Listen 1	Listen to the interaction and understand the contents.	'Who is your hero?', 'My hero is',		
2	~	d (3	Let's Chant	① "My hero is my father." • (2) "Why is he your hero?"	'He [She] is' and related words and		
3	87	0)	Let's Try 1	In pairs, ask each other about the person you admire and their	phrases. Skills Acquire the skills to listen to		
	07			profession.	specific information in the interaction		
		Conclusion (5 .)		Review what you learned at this time.	and short stories about the profession and strengths of the person you admire.		
Your	Turn (4tl	n) ☆Int	roduce the person	they admire and things they're good at to your friends.			
		Introd	duction (15 .)	(Song) / Greeting / SL (p.92) Listen to the name of the country or	Let's Listen 2 · Let's Try		
				place one letter at a time and write it in uppercase and lowercase	2:Listening		
				letters. / Small Talk "Who is your hero?" / Confirm your goals	Knowledge Understand how to use		
		Ū	Let's Listen 2	Listen to the exchanges and listen to the person you admire and	[Who is your hero?, My hero is, He		
	86	cpan		what they are good at.	[She] is, He [She] is good at,		
4	~	Expand (25)	Let's Chant	① "My hero is my father." • (2) "Why is he your hero?"	and related words].		
	87	5)	Let's Try 2	Ask each other what the person you admire in Let's Try 1 is good	Skills Acquire the skills to listen to specific information in the interaction		
			Lets Hy Z	at.	and short stories about the profession		
		Conc	lusion (5 .)	Check the "Reflection" section on p.87.	and strengths of the person you		
			(=4) \ 1 =1 \ 1		admire.		
Enjoy	y Comm	unicatio	on (5th) ☆Think a	bout who and what to present to your friends by reviewing what they've I	earned and organizing the		
	Τ	Introd	Justice (1F.)	information and the expressions.	Stan 2: Speaking (Presentation)		
		Introduction (15 .)		(Song) / Greeting / SL (p.93) Listen to multiple words and choose the	Step 2: Speaking (Presentation) /		
				one with a different ending sound. / Small Talk "Are you good at	Knowledge and Skills Knowledge Undderstand [ditto.].		
			Chair 4	playing baseball?" / Confirm Goals	Skills Acquired the skill to talk about		
			Step 1	Check the model text and practice with the "conversation practice	your thoughts and feelings about the		
			and (25	and	Ct O	video".	occupation and strengths of the
	88			Step 2	After organizing the content you want to convey by checking the	person you admire using [ditto].	
5	~			words and phrases in MPD, make a "longing person card".	Step 2: Listening / ◆ Thought,		
	89			- Pair up and introduce the person you wrote on the card.	Judgment, Expression		
		Conclusion (5 .)			In order to get to know the other		
				Fill in the "Things to keep in mind when presenting" on p.89.	person well, they're able to listen to		
					specific information from exchanges		
					and short conversations about the		
					profession and strengths of the person they admire.		
Enio	v Comm	unicatio	on (6th) ☆Introdu				
, , ,		1	duction (10 .)	Greeting / Song / SL (p.93) Listen to the name of the country or	Your Goal: Speaking (Presentation)		
		111100	.a.oo (10 .)	place one letter at a time and write it in uppercase and lowercase.	[In order to convey yourself, you can		
				Confirm Goals	talk about your thoughts and feelings		
		Е	Let's Chant	Familiarize yourself with important expressions.	about the profession and specialties of		
	88	Expand (30)			the person you admire using simple		
6	~	ınd (Your Goal	After watching the model video, use the "Person of Admiration	phrases and basic expressions.]		
	89	30)		Card" to introduce the person.	Your Goal: Talk / Speaking		
				Take time for some instructions in the middle and repeat the	(Presentation) ★ Attitude		
				activity.	Trying to [ditto].		
		Conc	lusion (5 .)	• Fill in the "After Activity Review" form.			
Over	the Hori	70n (7)	★ Through woto	- Check "Reflection" on p.89 and CAN-DO Tree (MPD pp.42-43). hing the video and the audio, deepen the understanding of the Japanese	and the world culture and think		
Over	are MON	20 11 (<i>1</i>)	_		, and the world culture allu tillin		
		Ι		bout the Japanese heroes.	A		
7	90	Introd	duction (15 .)	Listen to multiple words in Greeting / Song / SL (p.93) and choose	At this time, we will provide		
7	~			the one with a different ending sound. / Small Talk "What character do	guidance toward the goal, but we		
	91			you like?" / Confirmation of goals	will not evaluate it to keep a		

		Expand (25	Cultural Exploration	Watch the video and think about the achievements of Japanese people around the world.	record.			
		d (25)		Fukabori! : Watch the video and think about famous people overseas.	See [*1]			
		Cond	clusion (5 .)	Review what you learned at this time.				
Over	the Hor	izon (81	th) ☆Through the vi	deo and the audio,deepen the understanding of Japanese and the worl	d cultures and think about the			
			foreiç	gners in Japan and the Japanese lacquerware and the Wajima lacquerv	vare.			
8		Intro	duction (10 .)	Greetings / Songs / SL (p.93) Listen to the month name one letter at a time and write uppercase and lowercase letters. / Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a			
	90 ~ 91	Expan ~	90 Expand (30)	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	record.		
				91 (30)	91 (30)	91 (30)	91 d (30)	91 d (30)
		Conclusion (5.)		Review the "Reflections" and review the entire unit.				
When	conductir	ng an end	d-of-unit test, secure tim	ne for it by shortening the time spent on some of the activities during the 7th and 8th	h periods, such as Fukabori and			
Explo	ring Japar	n. The tes	st includes questions to	evaluate Knowledge & Skills of listening, reading, and writing, and Thought, Judge	ementment, Expression of listening. (for			
details	s, see the	Workshe	et Edition or the (See "l	Instruction Manual Content Library").				
【Routine Learning】				Writing / ● Knowledge and Skills *Comprehensively evaluated through Unit 7~8.				
Sour	nds and L	etters (pp.92 - 93)	Knowledge Understand the uppercase and lowercase letters of the alphabet.				
				Skills: Acquire the skill of listening to the pronunciation of the name of <ditto> and</ditto>	writing it down.			

Unit Name	Check Your Steps 3 I want to recommend it! Wonderful Japan		Textbook page	pp.94-95		
Unit Name			Time	2 hours		
	In order to convey the charm of Japan, you can organize the contents of	of the	Period of study	March		
Unit Objectives	prefecture you want to introduce and the famous people related to each	Related Other	_			
	region, and present your thoughts and feelings.		Subjects			
Main expressions	[Review of what has already been learned] I'm / Where do you want to go? / I want to go to / This is / You [He] is my hero. / I have a question. etc	can	/ She [He] is / She	e [He] can / She		
Main vocabulary	Movement / Impressions / Appearance / Occupation, etc. scene		Classroom Presentations			
Functions	Present, introduce, and ask questions					
Strategy	To say 'I have a question' before you ask.	•				

▶ Examples of evaluation criteria * It is recommended that viewpoints and areas marked with ⊚ be evaluated to be recorded.

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Listening	< Knowledge > Understand [expressions and related words and phrases that convey places you want to go, things you want to do, and people related to those places, etc.]. <skills> Acquire the skills to listen to short stories about the charm of Japan and (famous) people related to various places, and understand the specific information.</skills>	In order to learn about the charms of Japan, they understand the specific information about the prefectures introduced and (famous) people related to each region.	In order to learn about the charms of Japan, they are trying to get specific information about the prefectures introduced and (famous) people related to each region.
Speaking	<knowledge> understand [ditto]. <skills> Acquire the skills to tell your thoughts and feelings about the charm of Japan and the people related to those areas using [ditto].</skills></knowledge>	In order to convey the charm of Japan, after organizing the contents of the prefectures and (famous) people related to each region that you want to introduce, you can talk about your thoughts and feelings using simple words and basic expressions.	In order to convey the charm of Japan, they try to talk about my thoughts and feelings using simple phrases and basic expressions after organizing the contents of the prefectures and (famous) people related to each region that they want to introduce. Output Description:

► Example of the evaluation rubric for "Speaking (Presentation)"

	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
A (satisfactory)	In addition to B, you can include simple words and basic expressions that you have learned so far and you can speak correctly enough.	In order to convey the charm of Japan, you can talk about your thoughts and feelings about the prefectures you want to introduce and (famous) people related to each region after organizing the content sufficiently.	In order to convey the charm of Japan, you can make good use of materials and speak in a sufficiently easy-to-understand manner with eye contact and reactions in mind.
B (Generally satisfactory)	(1) Where you want to go and what you want to do (2) Famous people with ties to various places You can talk about these more or less correctly.	In order to convey the charm of Japan, you can talk about your thoughts and feelings about the prefectures you want to introduce and (famous) people related to each region after organizing the contents.	In order to convey the charm of Japan, you can devise materials and speak in an easy-to-understand manner with an awareness of the other person, such as eye contact and reactions.
C (Effort required)	Less than B.	Less than B.	Less than B.

► Example of Unit Teaching Plan * The shaded activities are recommended to be evaluated and recorded

ti m e	p a g e	Mair	ı Activities		© Evaluation to keep in record	
		Goal		In order to learn about the charms of Japan, you can listen to specific information about the prefectures you want to introduce and (famous) people related to each region and talk about them after organizing the contents.		
		Introduction (10.)	Greetings & Songs Small Talk	Before the start of class, play Let's Sing of Unit 7~8 to create an atmosphere. Ask about mood, date, day of the week, weather, etc. Instructors and children exchange information about celebrities related to prefectures and regions. Also, ask the children about what they are interested in and have them answer.		
1	94 ~ 95	Expand (30)	Your Goal	- Watch the video and check the goals and goal activities of the unit Check the necessary expressions and vocabulary. Share the rubric with everyone as needed Listen to the audio of a model presentation and write what you understand.	STEP: Speaking (Presentation) / •Knowledge and Skills Knowledge Understand how to use [expressions and related phrases that convey the places you want to go, what	
			STEP	 Check what you have learned in pairs or as a whole. Use the chart on p.95 to organize your thoughts and information. Time for personalized learning. Students will review their learning in Unit 7~8 by watching the video and audio of the textbook or checking the words and phrases with the MPD. Practice your presentation in pairs. Instructors provide guidance in the middle. Fill in "Let's write what you want to do well in your presentation" on p.94. 	you want to do, and people related to those places]. Skills Acquire the skill to talk about the charms of Japan and (famous) people related to various places using [same as above] to talk about thoughts and feelings.	
		Conclusion (5 .)		Review what you learned at this time.		
		Goal Greetings		In order to convey the charm of Japan, you can talk about the prefectures you want to introduce and (famous) people related to each region after organizing the content. • Before the start of class, play Let's Sing of Unit 7~8 to create an		
		Introduction (10.)	& Songs Small Talk	atmosphere. Ask about mood, date, day of the week, weather, etc. Perform the same activities as in the first session, or sing Let's Chant from		
2	94 ~ 95	0.) Expand (25)		Your Goal	 Unit 7~8 together to get used to it. Share with the class what was good about the previous lesson and what you can improve. Watch the Your Goal video and reconfirm the purpose and rubric of the activity. Also, check what you wrote in the previous session, "Let's write what you want to do well in your presentation." 	JUMP: Speaking (Presentation) / ◆ Thought / Judgement / Expression [In order to convey the charm of Japan, they can organize the information of the prefectures and (famous) people related
				JUMP	In groups of three, present, listen, and record. The instructor will provide guidance in the middle and share the good points to make a good speech as a whole.	to each region that I want to introduce, and then can use simple phrases and basic expressions to talk about own thoughts and feelings." JUMP: Speaking (Presentation) / ★ Attitude ITrying to [ditto].

	Conclusion (10.)	- Check the MPD CAN-DO tree (pp.42-43) and self-evaluate.	
		- (If possible) record and submit a presentation as a summary of the third	
		semester.	
		Fill in the JUMP on p.95 of the textbook.	
		Instructors will give feedback over the course of one year to help them	
		grow and gain confidence.	