

Example of Unit Teaching Plan (5th Grade)

▶ Unit Overview

Unit Name	Unit 1 Hello, friends!	Textbook page	pp.8-17
		Time in total	8 hours
Unit Objectives	To be able to listen to and tell one's name, spells, and favourite things in order to get to know each other better. To be able to recognise and write the capital letters of the alphabet.	Period of study	April~May
		Related Other Subjects	Japanese
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 / Encounter / Self-introduction
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


【Abbreviation】 SL=Sounds and Letters / MPD=My Picture Dictionary

Time	Page	Main Activities ()	Evaluation to keep in record		
Starting Out (1st time) ☆Listen to the details of names and favourites in the interaction.					
1	8 - 9	Intro (20)	Greeting	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.	
			Let's Sing (song)		Watch "Say hello!" and check the unit's theme.
			Small Talk		"How are you?"
			Identify your goals		Watch the Our Goal video to see what we are aiming for.
		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 on the circle of the corresponding illustration. - Watch anime and check the content of the conversation.
SL (p.16)	Write A~D.				
		Conclusion (5)	Review what you learned at this time.		
Starting Out (2nd hour) ☆Become used to the expressions used in the interaction and check the goal activity.					
2	8 - 9	Intro (10)	Greetings, songs, etc.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]	
			SL (p.16)		Write E~H.
			Check the goal		
		Expand (30)	Let's Chant		- Listen to (1) and (2) and check the timing of repeats. - If necessary, say chants after checking the word or phrase with MPD.
			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.		
		Conclusion (5)	Review what you learned at this time.		

Your Turn (3rd hour) ☆Tell your friends how to spell your name.					
3	10 - 11	Intro (10)		(Song) / Greeting / SL (p.16) Write I~L. / Check goals	Let's Listen 1 • Let's Try 1: Listening / ●Knowledge and Skills [Knowledge] Understands how to answer to 'How do you spell your name?' and knows related words. [Skills] Listens to exchange about names and their spellings and acquire the skills to understand specific information.
		Expand (30)	Let's Watch 1	Learn how to ask for a spell and to answer.	
			Let's Listen 1	Listen to the interaction and hear the spelling of the name.	
			Let's Chant	Do (1) on p.8 "How do you spell your name?"	
				Let's Try 1	
Conclusion (5)		Review what you learned at this time.			
Your Turn (4th hour) ☆Tell your friends about your favourite subjects.					
4	10 ~ 11	Intro (15)		(Song) / Greeting/ Write M~P in SL (pp.16-17). / Small Talk: "How do you spell your name?" / Confirm goal	Let's Listen 2 • Let's Try 2: Listening / ●Knowledge and Skills [Knowledge] Able to use 'What subject do you like?', and understands how to answer and related words. [Skills] Acquires the skills to listen to exchanges about things you like and pick up the details.
		Expand (25)	Let's Watch 2	Find out how to ask and answer your favorite subjects.	
			Let's Listen 2	Listen to the exchange and listen to your favorite subject or sport.	
			Let's Chant	2. "What subject do you like?"	
				Let's Try 2	
Conclusion (5)		Check the "Reflection" section on p.11.			
Enjoy Communication (5)					
☆Think about the contents of your self-introduction about your favourites by revising the expressions and organising information					
5	12 ~ 13	Introduction (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 [Knowledge] Able to use 'How do you spell your name?', 'What subject do you like?' and how to answer them, as well as related words and phrases. [Skills] Acquires the skill to communicate thoughts and feelings using the target words/phrases in this unit. Step 2: Listening / ◆ Thought, Judgment, Expression Able to listen to and tell one's name, spells, and favourite things in order to get to know each other better.
		Expand (25)	Step 1	Check the model text and practice with the "conversation practice video".	
			Step 2	<ul style="list-style-type: none"> After organizing the content you want to convey by checking the words and the phrases using MPD, make a "business card". In pairs, ask each other how to spell their names and what they like to do. 	
		Conclusion (5)		Fill in the "Things to be careful about in conversations" on p.13.	
Enjoy Communication (6th Hour) ☆Introduce your name, spelling, and your favourites to get to know each other better.					
6	12 ~ 13	Introduction (10)		Greetings/ Songs/ Write U~W in SL (p.17). / Check Goals	Your Goal: Speaking (Interaction) / ◆ Thought / Judgement/ Expression Able to listen to and tell one's name, spells, and favourite things in order to get to know each other better. Your Goal: Talk / ★ Attitude Tries to listen to and tell one's name, spells, and favourite things in order to get to know each other better.
		Expand (30)	Let's Chant	<ul style="list-style-type: none"> Get used to the important expressions in (1) and (2). 	
			Your Goal	<ul style="list-style-type: none"> After watching the model video, introduce yourself. Take time for some instructions in the middle and repeat the activity 	
		Conclusion (5)		<ul style="list-style-type: none"> Fill in the reflection form. Check "Reflection" on p.13 and CAN-DO Tree (MPD pp.42-43). 	
Over the Horizon (7) ☆Deepen understanding of Japanese and World cultures and think about people's and countries' names and initials.					
7	14 ~ 15	Introduction (15)		Greetings/ Songs/ Write X~Z in SL (p.17). / Small Talk "What are your initials?" / Check goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]
		Expand (25)	Cultural Exploration		
			Watch the video, pick up the initials of the person's name, etc., and write them on four lines. Fukabori!: Look for something that is similar in shape to the alphabet around you and write the letters you find.		
Conclusion (5)		Review what you learned at this time.			

Over the Horizon (8) ☆Deepen understanding of Japanese and World cultures and think about the Ainu and the foreigners in Japan.

8	14 ~ 15	Introduction (10)		Greetings / Songs / SL: BINGO (p.17) / Check Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]
		Expand (30)	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	
			Word Exploration	Listen to the pronunciation of Japan place names in the Roman Hepburn style and the Kunrei style and think about the differences.	
Conclusion (5)		Review the "Reflection" section on p.15 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 Overview**

Unit Name	Unit 2 Happy birthday!		Textbook page	pp.18-27
			Time	8 hours
Unit Objectives	You can ask and tell each other about birthdays and what you want to make your friends happy. You can also know the lowercase shape and name of the alphabet.		Period of study	May~June
			Related Other Subjects	Moral education
Main expressions	[birthday] When is your birthday? / My birthday is May 5th. [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 vocabulary	Month / Date / Personal Items / Status, etc.	scene	Classroom / Stationery Store / Birthday 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**

* 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		
Starting Out (1st) ☆Listen to the details in the conversations about birthdays and things they want.					
1	18 ~ 19	Introduction (20)	greeting	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)		Write lowercase a~d while paying attention to the height.
			Let's Sing (song)		Watch "A Birthday Wish" and check the unit theme.
			Small Talk		"What do you want?"
		Identify your goals	Watch the Our Goal video to see what we are aiming for.		
Expand (20)	Listen and Think	<ul style="list-style-type: none"> 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. 			
	Let's Chant	<ul style="list-style-type: none"> 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. 			
Conclusion (5)		Review what you learned at this time.			
Starting Out (2nd) ☆Get used to the expressions used in the conversations about birthdays and things they want, and understand the goal activity					
2	18 ~ 19	Introduction (10 .)	(song) / greeting / SL (p.26) Write e~h. / Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]	
		Expand (30)	Let's Chant		① "When is your birthday?" · (2) "What do you want?"
			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 to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.		
Conclusion (5)		Review what you learned at this time.			

Your Turn (3rd) ☆Talk about birthdays each other					
3	20 ~ 21	Introduction (10)		(Song) / Greeting / SL (p.26) Write i-l. / Confirm Goals	Let's Listen 1 · Let's Try 1: Listening / ●Knowledge and Skills [Knowledge] Understand how to say When is your birthday? and answer it, and related words. [Skills] Listen to exchanges that ask for birthdays and acquire the skills to hear specific information.
		Expand (30)	Let's Watch 1	Find out how to ask for a birthday and how to answer it.	
			Let's Listen 1	Listen to the interaction and ask for the birthday of the character.	
			Let's Chant	① "When is your birthday?"	
		Let's Try 1	Ask your friends about their birthdays and make a birthday chain.		
Conclusion (5)		Review what you learned at this time.			
Your Turn (4th) ☆Tell about birthdays and things they want each other					
4	20 ~ 21	Introduction (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: Listening / ●Knowledge and Skills [Knowledge] Understand how to say What do you want for...? and answer it, and related words. [Skills] Listen to exchanges about what you want for your birthday and have the skills to listen to specific information.
		Expand (25)	Let's Watch 2	Find out how to ask and answer what you want for your birthday.	
			Let's Listen 2	Listen to the conversation and ask what you want for your birthday.	
			Let's Chant	② "What do you want?"	
		Let's Try 2	Pair up and ask each other what they want for their birthdays.		
Conclusion (5)		Check the "Reflection" section on p.21.			
Enjoy Communication (5th) ☆Think about what to write on gift cards by reviewing the expressions and organizing one's likes.					
5	22 ~ 23	Introduction (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 [Knowledge] Understand how to use When is your birthday? & What do you want for ...? and how to answer them, as well as related words and phrases. [Skills] Acquire the skill to communicate thoughts and feelings about birthdays and what you want using what they learned. Step 2: Listening / ◆ Thought, Judgment, Expression Able to listen to and pick up one's birthday and things they want in a short conversation in order to get to know each other better.
		Expand (25)	Step 1	Check the model text and practice with the "conversation practice video".	
			Step 2	<ul style="list-style-type: none"> Ask each other what you like/dRoutinerthday, what you want, etc. (Use what they learned in Unit 1; what do you like?) After checking the words and phrases with MPD, make a "gift card". 	
		Conclusion (5)		Fill in the "Things to be careful about before conversations" on p.23.	
Enjoy Communication (6th) ☆Tell what they want for birthdays and give gift cards to each other					
6	22 ~ 23	Introduction (10)		Greetings / Songs/ Write u~w in SL (p.27). / Confirm Goals	Your Goal: Speaking (Interaction) / ◆ Thought / Judgement / 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.
		Expand (30)	Let's Chant	Familiarize yourself with important expressions in 1 and 2.	
			Your Goal	<ul style="list-style-type: none"> 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 	
Conclusion (5)		<ul style="list-style-type: none"> Fill in the "After Activity Review" form. Check the "Reflection" on p.23 and the CAN-DO tree (MPD pp.42-43). 			
Over the Horizon (7th) ☆Deepen the understanding of Japan and the world culture through watching the video and the audio.					
7	24 ~ 25	Introduction (15)		Greetings / Songs/ Write x~z in SL (p.27). / Small Talk "What event do you like?" / Confirm your goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]
		Expand (25)	Cultural Exploration	Watch the video, listen to the details of the world's festivals, etc., and write it in the four lines. Fukabori!: Think about events that originated in foreign countries and have become established in Japan (e.g., Halloween, Valentine's Day, etc.).	

		Conclusion (5)	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 potteries.				
8	24 ~ 25	Introduction (10)		Greetings / Songs / SL (p.27) for BINGO. / Confirm Goals
		Expand (30)	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.
			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.
		Conclusion (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 Overview**

Unit Name	Unit 3 Can you play dodgeball?		Textbook page	pp.28-37
			Time	8 hours
Unit Objectives	You can listen and communicate with each other about what you can do to get to know each other better. In addition, you can write the uppercase and lowercase letters of the alphabet, paying attention to the shape of the letters and the movement when writing.		Period of study	June~July
			Related Other Subjects	Japanese
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 swim (fast). / You can sing well, too. [Other] That's OK. / How about you? / Hi. / Thank you.			
Main vocabulary	Movement / Musical instruments / Sea creatures / Sports, etc.	scene	Classroom / Corridor / 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 Activities	◎ Evaluation to keep in record		
Starting Out (1st) ☆Listen to the details in the conversations about things they can do.					
1	28 ~ 29	Introduction (20)	greeting	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.36)		Write capital letters that are similar in shape.
			Let's Sing (song)		"Dodge the ball." and check the unit's theme.
			Small Talk		"What sport do you like?"
		Identify your goals	Watch the Our Goal video to see what we are aiming for.		
Expand (20)	Listen and Think	<ul style="list-style-type: none"> 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. 			
	Let's Chant	<ul style="list-style-type: none"> 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. 			
Conclusion (5)		Review what you learned at this time.			
Starting Out (2nd) ☆Get used to the expressions used in the conversations about things they can do, and understand the goal activity					
2	28 ~ 29	Expand (30)	Introduction (10)	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]	
			Let's Chant		① "I can dance well." • (2) "Can you swim?"
			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 to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.		
Conclusion (5)		Review what you learned at this time.			
Your Turn (3rd) ☆Talk each other about what they can do					
3	30 ~	Introduction (10)	(Song) / Greeting / SL (p.36) Write uppercase and lowercase letters in pairs. / Confirm Goals	Let's Listen 1 • Let's Try 1: Listening / ●Knowledge and Skills	

31	Expand (30)	Let's Watch	Find out how to spell one's name and how to answer it.	Knowledge Understand how to use When is your birthday? and answer it, and related words. Skills: Listen to the exchange about what the other person can and cannot do and acquire the skill of listening to specific information.	
		Let's Listen 1	Listen to the interaction and pick up the spelling of the name.		
		Let's Chant	① "I can dance well." • (2) "Can you swim?"		
		Let's Try 1	Ask each other how to spell their names in pairs		
Conclusion (5)		Review what you learned at this time.			
Your Turn (4) ☆Tell each other about things they can and cannot do					
4	30 ~ 31	Introduction (15)		Let's Listen 2: Listening / ●Knowledge and Skills Knowledge Understand how to use Can you ...?, how to answer it, and related words. Skills: Listen to the exchange about what the other person can and cannot do and acquire the skill of listening to specific information.	
		Expand (25)	Let's Listen 2		Listen to a quiz about sea creatures to hear what they can do.
			Let's Chant		① "I can dance well." • (2) "Can you swim?"
		Let's Try 2	Use the picture cards to communicate what you can and can't do.		
Conclusion (5)		Check the "Reflection" section on p.31.			
Enjoy Communication (5th) ☆Think about what to tell your friends by reviewing the expressions					
5	32 ~ 33	Introduction (15)		Step 2: Speaking (Interaction) / ●Knowledge and Skills Knowledge Understand how to use Can you ...?, how to answer it, and related words. Skills Acquire the skill to communicate thoughts and feelings about what you can/cannot do using the vocabulary and the phrases they learned previously. Step 2: Listening / ♦ Thought, Judgment, Expression Able to listen to and understand things they can and cannot do in a short conversation to get to know each other better.	
		Expand (25)	Step 1		Check the model text and practice with the "conversation practice video".
			Step 2		<ul style="list-style-type: none"> After organizing the content you want to convey by checking the words and phrases in MPD, make a "what you can do card". Tell each other what you can do in pairs.
		Conclusion (5)			Fill in the "Before: Things to be careful about in conversations" on p.33.
Enjoy Communication (6th) ☆Tell each other about what they can do to know each other better					
6	32 ~ 33	Introduction (10)		Your Goal: Speaking (Interaction) / ♦ Thought / Judgement / Expression Able to listen to and pick up things they and I can and cannot do using simple vocabulary and expressions to get to know each other better. Your Goal: Talk / ★ Attitude Trying to listen to and pick up things they and I can and cannot do using simple vocabulary and expressions to get to know each other better.	
		Expand (30)	Let's Chant		Familiarize yourself with important expressions.
			Your Goal		<ul style="list-style-type: none"> After watching the model video, tell each other what you can do. Take time for some instructions in the middle and repeat the activity
		Conclusion (5)			<ul style="list-style-type: none"> Fill in the "After Activity Review" form. Check "Reflection" on p.33 and CAN-DO Tree (MPD pp.42-43).
Over the Horizon (7th) ☆Deepen the understanding of gestures used around the world through watching the video and the audio.					
7	34 ~ 35	Introduction (15)		At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]	
		Expand (25)	Cultural Exploration		Watch the video and think about the meaning of gestures in different countries. Fukabori!: Watch the video, compare sign language between Japan and the United States, and think about the differences.
			Conclusion (5)		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.

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

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

Unit Name	Check Your Steps 1 Rediscover each other's charms!		Textbook page	pp.38-39
			Time	2 hours
Unit Objectives	In order to convey myself, you can organize what to present (your name, birthday, favorite things, and things you can do), and then present your thoughts and feelings.		Period of study	July
			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 vocabulary	Month / Date / Sports / Movement / Musical Instrument etc.	scene	Classroom Presentations	
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. ☉	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.

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

time	page	Main Activities		◎ Evaluation to keep in record	
1	38 ~ 39			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	<ul style="list-style-type: none"> 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	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.	
		Expand (30)	Your Goal	<ul style="list-style-type: none"> 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 related phrases that convey names, favorite things, birthdays, things they 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.
			STEP	Listen to the audio of Brian's presentation and write what you find. <ul style="list-style-type: none"> Check what you have learned in pairs or as a whole. 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. 	
Conclusion (5)		Review what you learned at this time.			
2	38 ~ 39			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	<ul style="list-style-type: none"> 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.	
		Expand (25)	Your Goal	<ul style="list-style-type: none"> 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 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."
			JUMP	<ul style="list-style-type: none"> 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. 	
Conclusion (10.)		<ul style="list-style-type: none"> 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 Overview**

Unit Name	Unit 4 Who is this?		Textbook page	pp.40-49
			Time	8 hours
Unit Objectives	In order to get to know each other better, you can listen to and introduce each other about what people close to you can do and their personalities. They can also read while being aware of the accent of a word and listen to the names of multiple letters and write them down in capital letters.		Period of study	September~October
			Related Other Subjects	Moral education
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.	scene	Sofia's House / Dinig	
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		
Starting Out (1st) ☆Listen to the details in the conversations about people close to you.					
1	40 ~ 41	Introduction (20)	greeting	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.48)		Read aloud with attention to the accent of the word.
			Let's Sing (song)		Watch "My Album" and check the unit theme.
			Small Talk		"What's this?"
		Identify your goals	Watch the Our Goal video to see what we are aiming for.		
Expand (20)	Listen and Think	<ul style="list-style-type: none"> 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 corresponding illustration. Watch anime and check the content of the conversation. 			
	Let's Chant	<ul style="list-style-type: none"> 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. 			
Conclusion (5)		Review what you learned at this time.			
Starting Out (2nd) ☆Get used to the expressions used in the conversations about people close to you					
2	40 ~ 41	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 will not evaluate it to keep a record. See [*1]	
		Expand (30)	Let's Chant		① "This is Petra." • (2) "She is my friend."
			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 to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.
Conclusion (5)		Review what you learned at this time.			
Your Turn (3rd) ☆Introduce friends to people close to you					
3	42 ~ 43	Introduction (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 will not evaluate it to keep a record. See [*1]	
		Expand (20)	Let's Watch 1		Learn how to introduce people close to you.
			Let's Listen 1		Listen to the exchange and listen to what the people close to you can do.
Conclusion (5)		Review what you learned at this time.			

		Let's Chant	① "This is Petra." · (2) "She is my friend."		
		Let's Try 1, 2	Choose one character and introduce them to each other in pairs. Similarly, group up and introduce friends to each other.		
		Conclusion (5.)	Review what you learned at this time.		
Your Turn (4th) ☆Tell each other about what people close to you can do and their personalities					
4	42 ~ 43	Introduction (15.)	(Song) / Greeting / SL (p.48) Listen to the name of multiple letters in a row and write it in capital letters. / Small Talk "Can you play the piano?" / Confirm your goals	Let's Listen 2: Listening / ●Knowledge and Skills [Knowledge] Understand how to use Who is this? and how to answer it, She is [can] ..., and related words [Skills] Acquire the skills to listen to the exchanges about what people can do and what their personalities are like, and to understand specific information.	
		Expand (25)	Let's Watch 2		Learn how to introduce people close to you.
			Let's Listen 2		Who is this? Listen to a quiz to find out what they can do and what their personalities are.
			Let's Chant		① "This is Petra." · (2) "She is my friend."
		Let's Try 3	In order to decide who to introduce at Hour 5th and 6th, think and tell what people close to you can do.		
Conclusion (5.)	Check the "Reflection" section on p.43.				
Enjoy Communication (5th) ☆Think about what to tell your friends by reviewing the expressions					
5	44 ~ 45	Introduction (15.)	(Song) / Greeting / SL (p.49) Read aloud with attention to the accent of the word. / Small Talk "Who is this?" / Confirm your goals	Step 2: Talk (Interaction) / ●Knowledge and Skills [Knowledge] Understand how to use Who is this? and how to answer it, She is [can] ..., and related words [Skills] Acquire the skill to communicate thoughts and feelings about people close to you using the vocabulary and phrases they learned previously. Step 2: Listening / ◆ Thought, Judgment, Expression 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.	
		Expand (25)	Step 1		Check the model text and practice with the "conversation practice video".
			Step 2		<ul style="list-style-type: none"> Organize the content you want to convey by checking the words and phrases with MPD, etc., and then make a "person introduction card". Introduce each other in pairs about the person written on the card.
		Conclusion (5.)	Fill in the "Things to be aware of in conversations" on p.45.		
Enjoy Communication (6th) ☆Tell each other about what people close to you can do and their personalities to know each other better					
6	44 ~ 45	Introduction (10)	Greetings / Songs / SL (p.49) Listen to the names of multiple letters in a row and write the capital letters. / Confirm Goals	Your Goal: Speaking (Interaction) / ◆ Thought / Judgement / Expression Able to talk about what people close to you can do, their personalities, and how you feel and think about them using simple vocabulary and phrases. Your Goal: Talk / ★ Attitude Trying to talk about what people close to you can do, their personalities, and how you feel and think about them using simple vocabulary and phrases.	
		Expand (30)	Let's Chant		Familiarize yourself with important expressions.
			Your Goal		<ul style="list-style-type: none"> After watching the model video, introduce each other to people close to you. Take time for some instructions in the middle and repeat the activity
		Conclusion (5.)	<ul style="list-style-type: none"> Fill in the "After Activity Review" form. Check "Reflection" on p.45 and CAN-DO Tree (MPD pp.42-43). 		
Over the Horizon (7th) ☆Deepen the understanding of the Japanese and the world culture and think about the words to call people through watching the video and the audio.					
7	46 ~ 47	Introduction (15.)	Greetings / Songs / Read aloud in SL (p.49), paying attention to the accent of the words. / Small Talk "How do you say <i>eakon</i> in English?" / Confirmation of goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]	
		Expand (25)	Cultural Exploration		Watch the video and think about the difference in the subject when introducing familiar people and animals. Fukabori!: After watching the video, notice that there are various expressions for "cow" in English, and think if there were similar examples in Japanese.
			Conclusion (5.)		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 the *Geta* slippers.

8	46 ~ 47	Introduction (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 will not evaluate it to keep a record. See [*1]
		Expand (30)	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	
			Word Exploration	Watch the video and think about katakana (Japanese, English, etc.).	
		Conclusion (5 .)		Review the "Reflection" section on p.47 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 Overview**

Unit Name	Unit 5 Let's go to the zoo.	Textbook page	pp.50-61
		Time	8 hours
Unit Objectives	In order to inform your favorite facilities, you can ask about facilities, places, 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.	Period of study	October~November
		Related Other Subjects	Social studies
Main expressions	[Directions] Where is the park? / Go straight for one [two] block [blocks]. / Turn right [left]. / You can see it on your right [left]. / It's under the tree [in the pool / on the rock / by the rock]. [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	Directions / Location / Town / Impressions / Situation, etc.	scene	Directions / Town Introduction
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

[Abbreviation] SL=Sounds and Letters / MPD=My Picture Dictionary

time	page	Main Activities	◎ Evaluation to keep in record		
Starting Out (1st) ☆Listen to the details in the conversations about facilities, locations, and guidance.					
1	50 ~ 51	Introduction (20 .)	greeting SL (p.60)	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.	
			Let's Sing (song)		Listen to multiple words and choose the one with a different starting sound.
			Small Talk		Watch "This is our town." and review the unit's theme.
			Identify your goals		"What animal do you like?" Watch the Our Goal video to see what we are aiming for.
		Expand (20 .)	Listen and Think	<ul style="list-style-type: none"> 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. 	
Let's Chant	<ul style="list-style-type: none"> 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. 				
		Conclusion (5 .)	Review what you learned at this time.		
Starting Out (2nd) ☆Get used to the expressions used in the conversations about facilities, locations, and guidance.					
2	50 ~ 51	Introduction (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 record. See [*1]	
		Expand (20 .)	Let's Chant		① "Excuse me!", (2) "What do you have in your town?"
			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 to confirm the answer to 1. - Think about what you would like to convey and fill out your Plan.
		Conclusion (5 .)	Review what you learned at this time.		
Your Turn (3rd) ☆Ask for locations and guide.					
3	52 ~	Introduction (10 .)	(Song) / Greeting / SL (p.60) Listen to multiple words and choose the one with the first sound different. / Confirm Goals	Let's Listen 1 & 2: Listening / ● Knowledge / Skill Knowledge Understand expressions	
	53	× m Let's Watch 1	Find out how to ask and answer questions on how to get to		

			the destination.	that guide the way to the destination and the related phrases.	
		Let's Listen 1	Listen to the interaction and find out where the animal of interest is located at the zoo.	Skills Listen to interactions about the location of animals at the zoo and acquire the skills to hear specific information.	
		Let's Chant	① "Excuse me!"		
		Let's Try 1	Using a map of the zoo, ask each other in pairs where the animals are.		
		Let's Listen 2	Listen to the interaction and listen to the position of the animal that the speaker is looking at.		
		Conclusion (5)		Review what you learned at this time.	
Your Turn (4th) ☆Tell each other about the facilities they recommend.					
4	52 ~ 53	Introduction (15 .)		(Song) / Greeting / SL (p.60) Listen to the name of multiple letters in a row and write it in lowercase letters. / Small Talk "Where is the lion?" / Confirm your goals	Let's Listen 3: Listening / ●Knowledge and Skills Knowledge Understand expressions that ask for things in the town and related words and phrases.
		Expand (25)	Let's Watch 2	Check how to ask about facilities in the town and how to answer.	Skills Acquire the skills to listen to exchanges about places where facilities are located in the town and to hear specific information.
			Let's Listen 3	Listen to the exchanges and ask about the facilities in the town.	
			Let's Chant	② "What do you have in your town?"	
		Let's Try 2	Pair up and ask each other for recommendations for facilities in your town.		
Conclusion (5 .)		Check the "Reflection" section on p.53.			
Enjoy Communication (5th) ☆Review the expressions for facilities, location, and guidance. Think about how to guide to the place and introduce the place after choosing one particular facility in the town.					
5	54 ~ 55	Introduction (15 .)		(Song) / Greeting / SL (p.61) Listen to multiple words and choose the one with a different first sound. / Small Talk "Where is the gym?" / Confirmation of goals	Step 2: Speaking (Interaction) / ●Knowledge and Skills Knowledge Understands [expressions that ask for things in the town or show the way to the facilities in the town, and related words and phrases].
		Expand (25)	Step 1	Check the model text and practice with the "conversation practice video".	Skills Acquire the skill to communicate thoughts and feelings about places where there are facilities in the town using [↑].
			Step 2	<ul style="list-style-type: none"> Draw a picture of your town's favorite facilities and complete the original town on pp. 56-57. Organize the content you want to convey by checking words and phrases with MPD. Use the original town to exchange directions in pairs. 	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 town's facilities are located.
Conclusion (5 .)		Fill in the "Things to be aware of in conversations" on p.55.			
Enjoy Communication (6th)					
6	54 ~ 55	Introduction (10 .)		Greetings / Songs / SL (p.61) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals	Your Goal: Speaking (Interaction) / ◆ Thought / Judgement / Expression In order to let the other person know more about their town, they use simple phrases and basic expressions to convey their thoughts and feelings about the places where the town's facilities are located.
		Expand (30)	Let's Chant	Familiarize yourself with important expressions with 1 & 2.	Your Goal: Talk / ★ Attitude
			Your Goal	<ul style="list-style-type: none"> After watching the model video, guide each other in the original town. Take time for some instructions in the middle and repeat the activity. 	Trying to (ABOVE).
Conclusion (5 .)		<ul style="list-style-type: none"> Fill in the "After: Activity Review" form. Check the "Reflection" on p.55 and the CAN-DO tree (MPD pp.42-43). 			
Over the Horizon (7th) ☆Deepen the understanding of Japanese and the world culture through thinking about the world (traffic) signs and map signs using the video and the audio					

7	58 ~ 59	Introduction (15 .)		Listen to multiple words in Greeting / Song / SL (p.61) and choose the one with a different first sound. / Small Talk "What do you have on Mondays?" / Confirm your goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]
		Expand (25)	Cultural Exploration	Watch videos about signs overseas and think about where they are.	
				Fukabori!: Look at the map symbols used in the United States and think about their meanings and similar map symbols in Japan.	
Conclusion (5 .)		Review what you learned at this time.			
Over the Horizon (8th) ☆Deepen the understanding of Japanese and the world cultures through thinking about foreigners in Japan and <i>Okonomiyaki</i> using the video and the audio.					
8	58 ~ 59	Introduction (10 .)		Greetings / Songs / SL (p.61) 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. See [*1]
		Expand (30)	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	
			Word Exploration	Watch the video and think about the "disappearing sounds" and "connecting sounds" when you pronounce English at a natural speed.	
Conclusion (5 .)		Review the "Reflection" section on p.59 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 Overview**

Unit Name	Unit 6 At a restaurant.	Textbook page	pp.62-71
		Time	8 hours
Unit Objectives	In order to enjoy the cuisine from various parts of Japan, you can order and ask for prices, and you can politely order and ask for prices. They can also listen to the first sound of a word and write down lowercase letters by listening to the names of multiple letters.	Period of study	November~December
		Related Other Subjects	Home Economics & Math
Main expressions	[Order] What would you like? / I'd like a hamburger and juice. [Price] How much is it? / It's 940 yen. [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.		
Main vocabulary	Food / Drinks / Desserts / Flavors / Numbers (price), etc.	scene	Restaurant
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

[Abbreviation] SL=Sounds and Letters / MPD=My Picture Dictionary

time	page	Main Activities	◎ Evaluation to keep in record		
Starting Out (1st) ☆Listen to the details in the conversations about ordering food and asking for prices.					
1	62 ~ 63	Introduction (20)	greeting	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.70)		Listen to multiple words and choose the one with a different starting sound.
			Let's Sing (song)		"Welcome to a healthy restaurant." and review the unit's theme.
			Small Talk		"What drink do you want?"
		Identify your goals	Watch the Our Goal video to see what we are aiming for.		
Expand (20)	Listen and Think	<ul style="list-style-type: none"> 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. 			
	Let's Chant	<ul style="list-style-type: none"> 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. 			
Conclusion (5.)		Review what you learned at this time.			
Starting Out (2nd) ☆Get used to the expressions used in the conversations about ordering food and asking for prices.					
2	62 ~ 63	Introduction (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. See [*1]	
		Expand (30)	Let's Chant		① "What would you like?" • (2) "How much is this?"
			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 to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.		
Conclusion (5.)		Review what you learned at this time.			
Your Turn (3rd) ☆Practice ordering food and asking for prices with friends					

3	64 ~ 65	Introduction (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 <u>Knowledge</u> Understand how to use 'What would you like?', 'I'd like' and related words and phrases. <u>Skills</u> : Listen to the exchange of ordering meals and acquire the skills to hear specific information.
		Expand (30)	Let's Watch 1	Find out how to order a meal.	
			Let's Listen 1	Listen to the interaction and listen to what they ordered.	
			Let's Chant	① "What would you like?"	
			Let's Try 1	Use pp.12-13 of MPD to exchange orders in pairs.	
Conclusion (5 .)		Review what you learned at this time.			
Your Turn (4th) ☆Practice ordering food with prices with friends					
4	64 ~ 65	Introduction (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 <u>Knowledge</u> Understand how to use 'How much is it?', 'It's ... yen.' and related terms. <u>Skills</u> Able to Listen to the exchanges in which people ask for prices in shopping situations and acquire the skills to hear specific information. Let's Try 2: Listening / ◆ Thought, 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.
		Expand (25)	Let's Watch 2	Find out how to ask for the price and how to answer it.	
			Let's Listen 2	Listen to the exchange and ask what they bought and the total price.	
			Let's Chant	② "How much is this?"	
			Let's Try 2	Use pp.12-13 of MPD to exchange orders in pairs.	
Conclusion (5 .)		Check the "Reflection" section on p.65.			
Enjoy Communication (5th) ☆Think about a lunch menu to recommend and how to present it by organizing expressions regarding food and price					
5	66 ~ 67	Introduction (15 .)		(Song) / Greeting / SL (p.71) Listen to multiple words and choose the one with a different first sound. / Small Talk "How much is it?" / Confirm your goals	Step 2: Speaking (Interaction) / ●Knowledge and Skills <u>Knowledge</u> Understand how to use [What would you like?, I'd like, How much is it?, It's ... yen. and related words]. <u>Skills</u> Acquire the skill to communicate thoughts and feelings about the menu and its prices using [ABOVE].
		Expand (25)	Step 1	Check the model text and practice with the "conversation practice video".	
			Step 2	<ul style="list-style-type: none"> • Become a group, and each person chooses a prefecture and makes a "recommended lunch set". • 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. 	
		Conclusion (5 .)		Fill in the "Things to be aware of in conversations" on p.67.	
Enjoy Communication (6th) ☆ Introduce and order the recommended lunch set to enjoy the cuisine from various parts of Japan.					
6	66 ~ 67	Introduction (10 .)		Greetings / Songs / SL (p.71) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals	Your Goal: Speaking (Interaction) / ◆ Thought / Judgement / Expression In order to enjoy the cuisine from various parts of Japan, they communicate their thoughts and feelings about each recommended menu using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [ABOVE].
		Expand (30)	Let's Chant	Familiarize yourself with important expressions.	
			Your Goal	<ul style="list-style-type: none"> • After watching the model video, use the "Recommended Lunch Set" to exchange in a group. • Take time for some instructions in the middle and repeat the activity. 	
		Conclusion (5 .)		<ul style="list-style-type: none"> • Fill in the "After Activity Review" form. - Check the "Reflection" on p.67 and the CAN-DO tree (MPD pp.42-43). 	
Over the Horizon (7th) ☆Deepen the understanding of the Japanese and the world culture and think about the food culture around the world through watching the video and the audio.					
7	68 ~ 69	Introduction (15 .)		Listen to multiple words in Greeting / Song / SL (p.71) and choose the one with a different first sound. / Small Talk "What food do you like?" / Confirm your goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
		m	Cultural	Watch videos and think about world cuisine and food culture.	

		Exploration	Fukabori!: Watch the video and think about the differences in the way people eat food around the world.	See [*1]	
		Conclusion (5 .)	Review what you learned at this time.		
Over the Horizon (8th) ☆Deepen the understanding of Japanese and the world cultures through thinking about foreigners in Japan and tea using the video and the audio.					
8	68 ~ 69	Introduction (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.	
		Expand (30)	Exploring Japan	Watch the interview video of a foreigner working in Japan and check the content.	See [*1]
			Word Exploration	Listen to the pronunciation of foreign foods in the original language and think about the differences.	
		Conclusion (5 .)	Review the "Reflection" section on p.69 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, Judgement, Expression of listening. (for details, see the Worksheet Edition or the (See "Instruction Manual Content Library").					
【Routine Learning】 Sounds and Letters (pp.70-71)		Writing / ● Knowledge / Skill * Comprehensively evaluate through Unit 4~6. <u>Knowledge</u> Understand the lowercase of the alphabet. <u>Skills</u> : Acquire the skill of listening to the pronunciations of the names of the lowercase of the alphabet and writing them down.			

► **Unit Overview**

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

[Abbreviation] SL=Sounds and Letters / MPD=My Picture Dictionary

time	page	Main Activities		© Evaluation to keep in record	
1	72 ~ 73			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.	
		Introduction (10.)	greeting	<ul style="list-style-type: none"> 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. 	
			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.	
		Expand (30)	Your Goal	<ul style="list-style-type: none"> 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 related words that can be used to introduce local things, food, familiar people, etc.]. Skills Acquire the skill to tell your thoughts and feelings using [ditto] about the goodness of the area where you live.
			HOP	<ul style="list-style-type: none"> Listen to the audio of Akina's presentation and write what you understand. Check what you have learned in pairs or as a whole. 	
STEP	<ul style="list-style-type: none"> 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." 				
Conclusion (5.)		Review what you learned at this time.			
2	72 ~ 73			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	<ul style="list-style-type: none"> 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. 	
			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.	
		Expand (25)	Your Goal	<ul style="list-style-type: none"> 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 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]
			JUMP	<ul style="list-style-type: none"> 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. 	
Conclusion (10.)		<ul style="list-style-type: none"> 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. 			

► **Unit Overview**

Unit Name	Unit 7 Welcome to Japan!		Textbook page	pp.74-83
			Time	8 hours
Unit Objectives	In order to convey the charms of various parts of Japan, you can listen and introduce where to go and what to do to the groups. They can also recognize the sound of the end of a word and write down the lowercase letters after listening to the names of multiple letters.		Period of study	January~February
			Related Other Subjects	Social Studies
Main expressions	[Place you want to go] Where do you want to go? / I want to go to Shiga. [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 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 Kanto Area. / Thank you for listening.			
Main vocabulary	Movement / Seasons / Colors / Shapes / Impressions / Appearance, etc.	scene	Classroom / Tourist Information CM	
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

[Abbreviation] SL=Sounds and Letters / MPD=My Picture Dictionary

time	page	Main Activities	◎ Evaluation to keep in record		
Starting Out (1st) ☆Listen to the details in the conversations about the places you want to go and things to do there.					
1	74 ~ 75	Introduction (20 .)	greeting	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.82)		Listen to multiple words and choose the one with a different ending sound.
			Let's Sing (song)		"Yokoso!"and review the unit's theme.
			Small Talk		"What season do you like?"
		Identify your goals	Watch the Our Goal video to see what we are aiming for.		
Expand (20)	Listen and Think	<ul style="list-style-type: none"> 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. 			
	Let's Chant	<ul style="list-style-type: none"> 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. 			
Conclusion (5 .)		Review what you learned at this time.			
Starting Out (2nd) ☆Get used to the expressions used in the conversations about the places you want to go and things you want to do there.					
2	74 ~ 75	Introduction (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. See [*1]	
		Expand (30)	Let's Chant		① "Where do you want to go?"/ (2) "I want to go to the <i>onsen</i> ."
			Listen and Think		Watch the anime and use the important expressions you hear to communicate with the instructor and the children.
		Watch and Think	<ul style="list-style-type: none"> Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan. 		
Conclusion (5 .)		Review what you learned at this time.			
Your Turn (3rd) ☆Introduce the places you want to go and the reasons for going there to your friends.					
3	76	Introduction (10 .)	(Song) / Greeting / SL (p.82) Listen to multiple words and	Let's Listen 1 • Let's Try 1:Listening	

	~ 77			choose the one with a different ending sound. / Confirm Goals	/ ●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 phrases. [Skills] Able to listen to exchanges about the places you want to visit in Japan and the reasons and acquire the skills to listen to specific information.
		Expand (30)	Let's Watch	Find out how to ask and answer questions about where you want to go.	
			Let's Listen 1	Listen to the interaction and ask where you want to go.	
			Let's Chant	① "Where do you want to go?" · (2) "I want to go to the <i>onsen</i> ."	
			Let's Try 1	Ask each other in pairs about where they want to go in Japan and why.	
Conclusion (5.)		Review what you learned at this time.			
Your Turn (4th) ☆Introduce the places you want to go and the things you want to do there to your friends.					
4	76 ~ 77	Introduction (15.)		(Song) / Greeting / SL (p.82) Listen to the name of multiple letters in a row and write it in lowercase letters. / Small Talk "Can you find circles in our classroom?" / Confirm your goals	Let's Listen 2: Listening / ●Knowledge and Skills [Knowledge] Understand how to use 'I want to go to ...' and related words and phrases. [Skills] Able to listen to tourism commercials about places in Japan and their attractions, and acquire the skills to listen to specific information. 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 about places to go and what to do there.
		Expand (25)	Let's Listen 2	Listen to tourism commercials and hear about tourist attractions and their attractions.	
			Let's Chant	② "I want to go to the <i>onsen</i> ."	
			Let's Try 2	Ask each other where you want to go in Japan, why, and what you want to do.	
Conclusion (5.)		Check the "Reflection" section on p.77.			
Enjoy Communication (5th) ☆Think about the contents of a commercial for tourism by reviewing what they've learned and organizing the information.					
5	78 ~ 79	Introduction (15.)		(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	Step 2: Speaking (Presentation) / ●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.
		Expand (25)	Step 1	Check the model text and practice with the "conversation practice video".	
			Step 2	<ul style="list-style-type: none"> 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. 	
		Conclusion (5.)		Fill in the "Things to be aware of in the presentation" on p.79.	
Enjoy Communication (6th) ☆Present the commercials to to convey the charms of various parts of Japan					
6	78 ~ 79	Introduction (10.)		Greeting / Song / SL (p.83) Listen to the names of multiple letters in a row and write the lowercase letters. / Confirm Goals	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].
		Expand (30)	Let's Chant	(1) and (2) Familiarize yourself with important expressions.	
			Your Goal	<ul style="list-style-type: none"> 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. 	
		Conclusion (5.)		<ul style="list-style-type: none"> Fill in the "After Activity Review" form. Check "Reflection" on p.79 and CAN-DO no Tree (MPD pp.42-43). 	
Over the Horizon (7th) ☆ Through watching the video and the audio, deepen the understanding of the Japanese and the world culture and think about the Japanese culture that has an influence on the world.					
7	80 ~	Introduction (15.)		Listen to multiple words in Greeting / Song / SL (p.83) and choose the one with a different sound at the end. / Small Talk	At this time, we will provide guidance toward the goal, but we will not

	81		"What do you like about Japanese culture?" / Confirmation of goals	evaluate it to keep a record. See [*1]	
		Expand (25)	Cultural Exploration		Watching the video and thinking about Japan's paintings that influenced the world.
					Fukabori! : Watch the video and think about the current influence of Japanese culture on the world.
Conclusion (5 .)	Review what you learned at this time.				
Over the Horizon (8th) ☆Deepen the understanding of Japanese and the world cultures through thinking about the foreigners in Japan and the Japanese culture using the video and the audio.					
8	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. See [*1]	
		Expand (30)	Exploring Japan		Watch the interview video of a foreigner working in Japan and check the content.
			Word Exploration		Watch the video and think about Japanese as it is used as English.
		Conclusion (5 .)	Review the "Reflection" section on p.81 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, Judgement, 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 Overview**

Unit Name	Unit 8 Who is your hero?		Textbook page	pp.84-93
			Time	8 hours
Unit Objectives	In order to get to know each other better, you can listen to and introduce the 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.		Period of study	February~March
			Related Other Subjects	Moral education
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 / Appearance, etc.	scene	Sofia's House / Classroom	
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

[Abbreviation] SL=Sounds and Letters / MPD=My Picture Dictionary

time	page	Main Activities	◎ Evaluation to keep in record	
Starting Out (1st) ☆Listen to the details in the conversations about the person they admire.				
1	84 ~ 85	Introduction (20 .)	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.	
		greeting		
		SL (p.92)		Listen to multiple words and choose the one with a different ending sound.
		Let's Sing (song)		Watch "Me Hero" and review the unit's theme.
		Small Talk		"Are you active?"
		Identify your goals	Watch the Our Goal video to see what we are aiming for.	
		Expand (20 .)		
		Listen and Think		<ul style="list-style-type: none"> 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.
		Let's Chant		<ul style="list-style-type: none"> 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.
		Conclusion (5 .)	Review what you learned at this time.	
Starting Out (2nd) ☆Get used to the expressions used in the conversations about the person they admire.				
2	84 ~ 85	Introduction (10 .)	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]	
		Expand (30 .)		(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
		Let's Chant		① "My hero is my father." · (2) "Why is he your hero?"
		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 to confirm the answer to 1. Think about what you would like to convey and fill out your Plan.	
		Conclusion (5 .)	Review what you learned at this time.	

Your Turn (3rd) ☆ Introduce the person they admire and his/her job to your friends					
3	86 ~ 87	Introduction (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 Knowledge Understand how to use 'Who is your hero?', 'My hero is', 'He [She] is' and related words and phrases. Skills Acquire the skills to listen to specific information in the interaction and short stories about the profession and strengths of the person you admire.	
		Expand (30)	Let's Watch		Find out how to ask and answer about the person you admire.
			Let's Listen 1		Listen to the interaction and understand the contents.
			Let's Chant		① "My hero is my father." · (2) "Why is he your hero?"
Let's Try 1	In pairs, ask each other about the person you admire and their profession.				
Conclusion (5 .)	Review what you learned at this time.				
Your Turn (4th) ☆ Introduce the person they admire and things they're good at to your friends.					
4	86 ~ 87	Introduction (15 .)	(Song) / Greeting / SL (p.92) Listen to the name of the country or place one letter at a time and write it in uppercase and lowercase letters. / Small Talk "Who is your hero?" / Confirm your goals	Let's Listen 2 · Let's Try 2:Listening Knowledge Understand how to use [Who is your hero?, My hero is, He [She] is, He [She] is good at, and related words]. Skills Acquire the skills to listen to specific information in the interaction and short stories about the profession and strengths of the person you admire.	
		Expand (25)	Let's Listen 2		Listen to the exchanges and listen to the person you admire and what they are good at.
			Let's Chant		① "My hero is my father." · (2) "Why is he your hero?"
			Let's Try 2		Ask each other what the person you admire in Let's Try 1 is good at.
Conclusion (5 .)	Check the "Reflection" section on p.87.				
Enjoy Communication (5th) ☆ Think about who and what to present to your friends by reviewing what they've learned and organizing the information and the expressions.					
5	88 ~ 89	Introduction (15 .)	(Song) / Greeting / SL (p.93) Listen to multiple words and choose the one with a different ending sound. / Small Talk "Are you good at playing baseball?" / Confirm Goals	Step 2: Speaking (Presentation) / ● Knowledge and Skills Knowledge Understand [ditto]. Skills Acquired the skill to talk about your thoughts and feelings about the occupation and strengths of the person you admire using [ditto]. Step 2: Listening / ◆ Thought, Judgment, Expression In order to get to know the other 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.	
		Expand (25)	Step 1		Check the model text and practice with the "conversation practice video".
			Step 2		<ul style="list-style-type: none"> After organizing the content you want to convey by checking the words and phrases in MPD, make a "longing person card". - Pair up and introduce the person you wrote on the card.
		Conclusion (5 .)	Fill in the "Things to keep in mind when presenting" on p.89.		
Enjoy Communication (6th) ☆ Introduce the person they admire and things they're good at in order to get to know your friends better.					
6	88 ~ 89	Introduction (10 .)	Greeting / Song / SL (p.93) Listen to the name of the country or place one letter at a time and write it in uppercase and lowercase. / Confirm Goals	Your Goal: Speaking (Presentation) [In order to convey yourself, you can talk about your thoughts and feelings about the profession and specialties of the person you admire using simple phrases and basic expressions.] Your Goal: Talk / Speaking (Presentation) ★ Attitude Trying to [ditto].	
		Expand (30)	Let's Chant		Familiarize yourself with important expressions.
			Your Goal		<ul style="list-style-type: none"> After watching the model video, use the "Person of Admiration Card" to introduce the person. Take time for some instructions in the middle and repeat the activity.
		Conclusion (5 .)	<ul style="list-style-type: none"> Fill in the "After Activity Review" form. - Check "Reflection" on p.89 and CAN-DO Tree (MPD pp.42-43). 		
Over the Horizon (7) ☆ Through watching the video and the audio, deepen the understanding of the Japanese and the world culture and think about the Japanese heroes.					
7	90 ~ 91	Introduction (15 .)	Listen to multiple words in Greeting / Song / SL (p.93) and choose the one with a different ending sound. / Small Talk "What character do you like?" / Confirmation of goals	At this time, we will provide guidance toward the goal, but we 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. Fukabori! : Watch the video and think about famous people overseas.	record. See [*1]
		Conclusion (5 .)	Review what you learned at this time.	

Over the Horizon (8th) ☆Through the video and the audio,deepen the understanding of Japanese and the world cultures and think about the foreigners in Japan and the Japanese lacquerware and the Wajima lacquerware.

8	90 ~ 91	Introduction (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 record. See [*1]
		Expand (30)	Exploring Japan	
		Word Exploration	Watch the video and compare the way the sounds of the words that represent the occupation end.	
		Conclusion (5 .)	Review the "Reflections" 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").

【Routine Learning】 Sounds and Letters (pp.92-93)	Writing / ● Knowledge and Skills *Comprehensively evaluated through Unit 7~8. 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 writing it down.
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▶ Unit Overview

Unit Name	Check Your Steps 3 I want to recommend it! Wonderful Japan		Textbook page	pp.94-95
			Time	2 hours
Unit Objectives	In order to convey the charm of Japan, you can organize the contents of the prefecture you want to introduce and the famous people related to each region, and present your thoughts and feelings.		Period of study	March
			Related Other 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 can / She [He] is / She [He] can / She [He] is my hero. / I have a question. etc			
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.	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]. ◎	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. ◎

► 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

[Abbreviation] SL=Sounds and Letters / MPD=My Picture Dictionary

time	page	Main Activities		◎ Evaluation to keep in record	
1	94 ~ 95	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	<ul style="list-style-type: none"> 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.	
			Small Talk	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.	
		Expand (30)	Your Goal	<ul style="list-style-type: none"> 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 how to use [expressions and related phrases that convey the places you want to go, what 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.
			HOP	<ul style="list-style-type: none"> Listen to the audio of a model presentation and write what you understand. Check what you have learned in pairs or as a whole. 	
STEP	<ul style="list-style-type: none"> 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. 				
Conclusion (5.)		Review what you learned at this time.			
2	94 ~ 95	Goal	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.		
		Introduction (10.)	Greetings & Songs	<ul style="list-style-type: none"> 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.	
			Small Talk etc	Perform the same activities as in the first session, or sing Let's Chant from Unit 7~8 together to get used to it.	
		Expand (25)	Your Goal	<ul style="list-style-type: none"> 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 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 [Trying to [ditto]].
			JUMP	<ul style="list-style-type: none"> 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. 	

		<p>Conclusion (10 .)</p>	<ul style="list-style-type: none">- 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.<ul style="list-style-type: none">▪ 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.	
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