

Example of Unit Teaching Plan (6th Grade)

▶ Unit Overview

Unit Name	Unit 1 This is me!	Textbook page	pp.6-15
		Time	8 hours
Unit Objectives	In order to get to know each other better, you can ask and introduce things you like, treasures, etc. In addition, you can read example sentences about your favorite things and treasures and write theirs using them as a reference.	Period of study	April~May
		Related Other Subjects	Moral education
Main expressions	[likes] What ... do you like? / I like [Treasures] What is your treasure? / My treasure is / It's from [Other] I'm from / I'm good at / Any questions?		
Main vocabulary	Play / Sports / Personal Objects / People / Fthily etc.	scene	Classroom / Self-introduction of transfer students
Functions	Present, introduce, explain, ask and answer questions		
Strategy	Ask the presenter a question		

▶ **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) ☆Understand the outline of the interaction about likes and personal treasures.				
1	6 ~ 7	Expand (20 minutes)	Introduction (20 min.)	Greetings / SL (p.14) "B-b Sound" / Let's Sing (song) "Hello, everyone." / Watch the video of Our Goal to see what you are aiming for.
			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 Read and Write	Listen to the example sentences, read them, and write your Name.
		Conclusion (5 Min.)	Review what you learned at this time.	
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.				
Starting Out (2nd) ☆Become used to the expressions used in the interaction and check the goal activity.				
2	6 ~ 7	Expand (25 minutes)	Introduction (15 min.)	(Song) / Greeting / SL (p.14) "Cc Sound" / Small Talk "Do you have a dog?" / Confirmation of goal
			Let's Chant	<ul style="list-style-type: none"> Listen once and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants.
			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 Min.)	Review what you learned at this time.			
At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]				
Your Turn (3rd) ☆Talk about what you like with friends and write about it.				
3	8 ~ 9	m	Introduction (10 min.)	(Song) / Greeting / "Dd Sound" in SL (p.14) / Confirmation of Goal
			Let's Watch 1	Check the content of a self-introduction and how to convey
Let's Listen 1 • Let's Try 1:Listening / ●Knowledge and Skills [Knowledge] Understand how to use 'I				

			what you like.	like' or 'My treasure is' and related words and phrases.	
		Let's Listen 1	Listen to the interaction and listen to what they like.	[Skills] Acquire the skills to grasp the outline after listening to exchanges and short stories about favorite things and treasures and the reasons for them.	
		Let's Chant	"My treasure is this ball."		
		Let's Try 1	Ask each other what you like in pairs.		
		Let's Read and Write	Listen to the audio of the example sentences, read them, and write what you like.		
		Conclusion (5 Min.)	Review what you learned at this time.		
Your Turn (4th) ☆Talk about what you like and the reasons for it with friends and write about it.					
4	8 ~ 9	Introduction (15 min.)		(Song) / Greeting / SL (p.14) "Ff Sound" / Small Talk "What sport do you like?" / Confirmation of goal	Let's Listen 2 • Let's Try 2: Listening / ●Knowledge and Skills [Knowledge] Understand how to use 'like' or 'My treasure is' and related words. [Skills] Acquire the skills to grasp the outline after listening to exchanges and short stories about favorite things and treasures and the reasons for them.
		Expand (25 minutes)	Let's Watch 2	Find out how to tell people about their treasures and why.	
			Let's Listen 2	Listen to the exchanges, listen to the treasure and the person who gave it to them.	
			Let's Chant	"My treasure is this ball."	
			Let's Try 2	Ask each other in pairs what the treasure is and why.	
		Let's Read and Write	Listen to the audio of the example sentences, read them, and write your own treasures.		
Conclusion (5 Min.)		Check the "Reflection" section on p.9.			
Enjoy Communication (5th) ☆Review the expressions and organize the information about things you like or treasure, and consider the content of your presentation.					
5	10 ~ 11	Introduction (15 min.)		(Song) / Greeting / SL (p.15) "Gg Sounds" / Small Talk "What is your treasure?" / Confirmation of goal	Step 2: Speaking (Presentation) / ●Knowledge and Skills [Knowledge] Understand how to use 'like' or 'My treasure is' and related words. [Skills] Acquire the skills to talk about your thoughts and feelings about your favorite things and treasures and the reasons for them using the target language. Step 2: Listening / ◆ Thought, Judgement, Expression In order to get to know the other person well, they can get an overview of what they like, what they treasure and the reasons for them after listening to short stories.
		Expand (25 minutes)	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	
			Let's Chant	"My treasure is this ball."	
			Step 2	<ul style="list-style-type: none"> • Check the words and phrases required for the activity in MPD. • Organize the content you want to convey while filling in the blanks and making a "treasure introduction card". • Practice the presentation and subsequent interaction in pairs to improve the content and attitude. 	
Conclusion (5 Min.)		Fill n the "Things to be aware of in the presentation" on p.11.			
Enjoy Communication (6th) ☆Introduce what they like and their treasures to get to know each other better.					
6	10 ~ 11	Introduction (10 min.)		Greeting / Song / "Review (1)" of SL (p.15) / Confirmation of goals	Your Goal: Speaking (Presentation) In order to introduce themselves, they talk about their thoughts and feelings about their favorite things and treasures and why, using simple phrases and basic expressions. Your Goal: Talk / ★ Attitude Trying to [above]
		Expand (30 minutes)	Let's Chant	Get used to the important expressions using "My treasure is this ball".	
			Your Goal	<ul style="list-style-type: none"> • After watching the model video, introduce your favorite things and treasures. • Take time for some instructions in the middle and repeat the activity. • Fill out the "After Activity Review" and write one document of what you have announced. 	
		Conclusion (5 Min.)		Check "Reflection" on p.11 and the CAN-DO tree (MPD pp.42-43).	
Over the Horizon (7th) ☆Through watching the video and the audio, think about the children's treasures around the world, thus deepening the understanding of the cultures around the world.					
7	12 ~	Introduction (15 min.)		Greeting / Song / SL (p.15) "Aa Sound" / Small Talk "What country do you like?" / Confirmation of goal	At this time, we will provide guidance toward the goal, but we

	13	Expand (25)	Cultural Exploration	Watch the video and think about what is important for children around the world and why. Fukabori!: Watch the video, learn about facilities built in developing countries with the support of Japan, and think about the relationship between Japan and the rest of the world.	will not evaluate it to keep a record. See [*1]
			Conclusion (5 Min.)	Review what you learned at this time.	
		Over the Horizon (8th) ☆Through the video and the audio, think about the children in foreign countries and the features of the countries. Read a story referring to the audio and the illustrations.			
8	12 ~ 13	Expand (30)	Introduction (10 min.)	Greeting / Song / SL (p.15) "Let's Listen (1)" / 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]
			Explore the world	Watch videos of Canadian children speaking and learn about their favorite things and Canada's specialties and landmarks.	
			Story Exploration	Listen to the story of a boy and a cat while looking at the picture or read it aloud.	
			Conclusion (5 Min.)	Check the "Reflection" section on p.13. We will also 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 the world. 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 My Daily Schedule		Textbook page	pp.16-25
			Time	8 hours
Unit Objectives	In order to get to know each other's lives better, they can listen to and introduce their daily lives. You can also read example sentences about how to spend your weekends and write theirs using the examples as references.		Period of study	May~June
			Related Other Subjects	Home Economics
Main expressions	[Daily life (how to spend)] What time do you (usually) ...? / I (usually) (behavior) at (time). [Daily life (frequency)] I usually [always/sometimes/never] [Other] Oh, you have / Lucky you! / This is my weekend schedule.			
Main vocabulary	Daily life / frequency / number, etc.	scene	Classroom / Online Conversation	
Functions	Present, explain, ask questions, and answer			
Strategy	Add content after the presentation			

► **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) ☆Understand the outline of the interaction about daily lives.				
1	16 ~ 17	Expand (20 minutes)	Introduction (20 min.)	Greetings / SL (p.24) "Hh Sounds" / Let's Sing (song) "It's Sunday!" / Small Talk "What time is it in New York?" / Watch the video of Our Goal to see what you are aiming for.
			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 Read and Write	Listen to the audio of the example sentences and read them and write what you usually do at the weekend.
		Conclusion (5 Min.)	Review what you learned at this time.	
At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. 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.				
Starting Out (2nd) ☆Become used to the expressions used in the interaction and check the goal activity				
2	16 ~ 17	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greeting / "J's Sound" in SL (p.24) / Confirmation of Goal
			Let's Chant	<ul style="list-style-type: none"> Listen once and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants.
			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 Min.)	Review what you learned at this time.			
At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]				
Your Turn (3rd) ☆Talk about how they spend their weekends with friends and write about it.				
3	18 ~ 19	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greeting / "L I sound" in SL (p.24) / Confirmation of goal
			Let's Watch	Find out how to ask and talk about your daily life.
			Let's Listen 1	Listen to the exchange and ask how they spend Sundays.
			Let's Chant	"Tell me about your daily schedule."
Let's Try 1	Ask each other in pairs what time they will do the three activities			
Let's Listen 1 • Let's Try 1: Listening / ●Knowledge and Skills [Knowledge] Understand how to use 'I always know...,' and 'I usually ...,' 'I sometimes ...' and related words and phrases.				

			at the weekend.	Skills Acquire the skills to listen to exchanges about daily life and grasp the outline.	
		Let's Read and Write	Listen to the audio of the example sentences, read them, and write down what you usually do at the weekend.		
		Conclusion (5 Min.)	Review what you learned at this time.		
Your Turn (4th) ☆Talk about your daily lives with friends and write about it.					
4	18 ~ 19	Introduction (15 min.)	(Song) / Greeting / SL (p.24) "Mm Sound" / Small Talk "What time do you get up?" / Confirmation of goal	Let's Listen 2 · Let's Try 2: Listening / ●Knowledge and Skills	
		Expand (25 minutes)	Let's Listen 2	Listen to an interaction and ask about how often they do household chores.	Knowledge Understand how to use 'I always ...' and 'I usually ...', 'I sometimes ...' and related words.
			Let's Chant	"Tell me about your daily schedule."	Skills Acquire the skills to listen to exchanges about daily life and grasp the outline.
			Let's Try 2	Talk about the frequency of what you do in your daily life in pairs.	
		Let's Read and Write	Listen to and read the example sentences and write down what they sometimes do on the weekend.		
Conclusion (5 Min.)	Check the "Reflection" section on p.19.				
Enjoy Communication (5th) ☆Review the expressions and organize the information about your daily lives and consider the content of your presentations.					
5	20 ~ 21	Introduction (15 min.)	(Song) / Greeting / SL (p.25) "Nn's Sound" / Small Talk "What time do you go to bed?" / Confirmation of goal	Step 2: Speaking (Presentation) / ●Knowledge and Skills	
		Expand (25 minutes)	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	Knowledge Understand how to use the target language.
			Let's Chant	"Tell me about your daily schedule."	Skills Acquire the skills to talk about your thoughts and feelings about your daily life using the target language.
			Step 2	<ul style="list-style-type: none"> Check the words and phrases required for the activity in MPD. Organize the content you want to convey while filling in the blanks and making a "weekend card". Practice the presentation and subsequent interaction in pairs to improve the content and attitude. 	Step 2: Listening / ◆ Thought, Judgement, Expression In order to get to know the others well, they can get an overview of their daily lives after listening to short stories and exchanges.
Conclusion (5 Min.)	Fill in the "Things to be careful about presentations" on p.21.				
Enjoy Communication (6th) ☆Introduce how they spend their weekends to get to know each other better.					
6	20 ~ 21	Introduction (10 min.)	(Song) / Greeting / SL (p.25) "Review (2)" / Confirmation of Goals	Your Goal: Speaking (Presentation) / ◆ Thought / Judgement / Expression	
		Expand (30 minutes)	Let's Chant	Get used to the important expressions using "Tell me about your daily schedule".	In order to convey themselves, they can talk about their thoughts and feelings about their daily lives using simple phrases and basic expressions.
			Your Goal	<ul style="list-style-type: none"> After watching the model video, I will introduce how to spend the weekend. Take time for some instructions in the middle and repeat the activity. Fill out the "After Activity Review" and write one sentence of what you have presented. 	Your Goal: Speaking / ★ Attitude Trying to [Above].
Conclusion (5 Min.)	Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43).				
Over the Horizon (7th) ☆Through watching the video and the audio, think about schools and children's daily lives around the world, thus deepening the understanding of the cultures around the world.					
7	22 ~ 23	Introduction (15 min.)	Greeting / Song / SL (p.25) "Oo no Sound" / Small Talk "Tell me about your daily schedule." / Confirmation of goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.	
		Expand (25 minutes)	Cultural Exploration	Watch the video to learn about how American elementary school students spend their day, and think about how it differs from your own school life.	See [*1]
				Fukabori!: Watch the video and think about the difference between the weather forecast in New York and Japan.	
Conclusion (5 Min.)	Review what you learned at this time.				
Over the Horizon (8th) ☆Through the video and the audio, think about the children in foreign countries and the features of the countries. Read a story referring to the audio and the illustrations.					

8	22 ~ 23	Expand (30)	Introduction (10 min.)	Greeting / Song / SL (p.25) "Let's Listen (2)" / 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]
			Explore the world	Watch videos of Swedish children speaking and learn about popular foods and natural phenomena.	
			Story Exploration	Listen to the story of a boy and a cat while looking at the picture or read it aloud.	
			Conclusion (5 Min.)	Check the "Reflection" section on p.23. We will also 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 the world. 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").					

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► Unit Overview

Unit Name	Unit 3 My Weekend	Textbook page	pp.28-35
		Time	8 hours
Unit Objectives	You can ask and tell each other about what you did over the weekend to get to know each other's lives better. You can also read example sentences and write about what you did on the weekend.	Period of study	June~July
		Related Other Subjects	Moral education
Main expressions	[Impressions of the weekend] How was your weekend? / It was (thought). [What I did] I went to / I enjoyed / I ate / I played [Other] Sounds good! / How was the weather? / It was (weather). / Are you good at ...? / Cool!		
Main vocabulary	Things to do / Town / Impressions / Situation / Sports / Weather etc.	scene	Classroom / Party
Functions	Ask questions, answer, explain, and give your impressions		
Strategy	Organize and communicate content		

► **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) ☆Understand the outline of the interaction about what they did at the weekend.					
1	26 ~ 27	Expand (20 minutes)	Introduction (20 min.)	Greetings / SL (p.34) "Kk Sounds" / Let's Sing (song) "How was your weekend?" / Small Talk "What do you do on weekends?" / Watch the video of Our Goal to see what you are aiming for.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. 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.
			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 Read and Write	Listen to the audio of the example sentences and read them, and write down the places you went on the weekend.	
			Conclusion (5 Min.)	Review what you learned at this time.	
Starting Out (2nd) ☆Become used to the expressions used in the interaction and check the goal activity.					
2	26 ~ 27	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greeting / SL (p.34) "Pp Sound" / Confirmation of Goal	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	<ul style="list-style-type: none"> Listen once and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants. 	
			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 Min.)	Review what you learned at this time.	
Your Turn (3th) ☆Talk about how they spent their weekends with friends and write about it.					
3	28 ~ 29	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greeting / SL (p.34) "Rr sound" / Confirmation of goal	Let's Listen 1 · Let's Try 1:Listening / ●Knowledge and Skills Knowledge Understand how to use 'I went to or I enjoyed, I ate, It was' and related words and phrases.
			Let's Watch	Find out what you did over the weekend and how you ask and answer questions.	
			Let's Listen 1	Listen to the exchange and listen to what you did over the weekend.	
			Let's Chant	"It was great!"	

		Let's Try 1	Tell each other what you did over the weekend in pairs.	Skills Listen to conversations about what you did over the weekend and have the skill to get an overview.	
		Let's Read and Write	Listen to the audio of the example sentences, read them, and write about what you enjoyed over the weekend.		
		Conclusion (5 Min.)	Review what you learned at this time.		
Your Turn (4th) ☆Talk about your daily lives with friends and write about it.					
4	28 ~ 29	Introduction (15 min.)	(Song) / Greeting / SL (p.34) "Ss Sound" / Small Talk "How was your breakfast?" / Confirmation of goal	Let's Try 2: Listening / Knowledge and Skills Knowledge Understand how to use 'I went to ...' or 'I enjoyed ..., I ate ..., It was ... and related words. Skills Listen to conversations about what you did over the weekend and have the skill to get an overview.	
		Expand (25 minutes)	Let's Listen 2	Listen to the exchange and ask them about their thoughts and activities over the weekend.	
			Let's Chant	"It was great!"	
			Let's Try 2	Ask each other in pairs what they thought of the weekend and what they did.	
		Let's Read and Write	Listen to the audio of the example sentences, read them, and write down what you ate on the weekend.		
Conclusion (5 Min.)	Check the "Reflection" section on p.29.				
Enjoy Communication (5th) ☆Review the expressions and organize the information about what they did over the weekend and their thoughts and consider the content of your presentations.					
5	30 ~ 31	Introduction (15 min.)	(Song) / Greeting / SL (p.35) "Tt Sounds" / Small Talk "How was your dinner last night?" / Confirmation of goal	Step 2: Speaking (Interaction) / Knowledge and Skills Knowledge Understand how to use the target language. Skills Acquire the skills of communicating thoughts and feelings about what they did on the weekend to each other using the target language. Step 2: Listening / Thought, Judgement, Expression In order to get to know the other person better, they can listen to the exchange and get an overview of what they did over the weekend.	
		Expand (25 minutes)	Step 1		After watching the model video, listen to the audio while following the English text with your finger.
			Let's Chant		"It was great!"
			Step 2		<ul style="list-style-type: none"> Check the words and phrases required for the activity in MPD. Organize the content you want to convey while filling in the blanks and making a "what you did on the weekend" card. Tell each other about your impressions and activities on the weekend in pairs, and improve your content and attitude.
Conclusion (5 Min.)	Fill in the "Things to be careful about conversations" on p.31.				
Enjoy Communication (6th) ☆Introduce how they spent their weekends to get to know each other better.					
6	30 ~ 31	Introduction (10 min.)	(Song) / Greeting / SL (p.35) "Review (3)" / Confirmation of goals	Your Goal: Speaking (Interaction) In order to talk about yourself and get to know the other person better, they can use simple phrases and basic expressions to convey their thoughts and feelings about what we did over the weekend. Your Goal: Speaking / Attitude Trying to [Above]	
		Expand (30 minutes)	Let's Chant		Get used to the important expressions using "It was great!".
			Your Goal		After watching the model video, tell each other what you did on the weekend. <ul style="list-style-type: none"> Take time for some instructions in the middle and repeat the activity. Fill in the "After Activity Review" and write one document of what you said.
Conclusion (5 Min.)	Check "Reflection" on p.31 and CAN-DO Tree (MPD pp.42-43).				
Over the Horizon (7th) ☆Through watching the video and the audio, think about what people do at the weekend around the world, thus deepening the understanding of the cultures around the world.					
7	32 ~ 33	Introduction (15 min.)	Greeting / Song / SL (p.35) "Uu no Sound" / Small Talk "How was your summer vacation?" / 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 minutes)	Cultural Exploration		Watch the video to learn about what children around the world did during last year's summer vacation and think about the difference from my own (Japan's) summer vacation. Fukabori!: Watch the video and learn about the summer festival in Spain.
			Conclusion (5 Min.)		Review what you learned at this time.
Over the Horizon (8th) ☆Through the video and the audio, think about the children in foreign countries and the features of the countries. Read a story referring to the audio and the illustrations.					

8	32 ~ 33	Expand (30)	Introduction (10 min.)	Greeting / Song / SL (p.35) "Let's Listen (3)" / 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]
			Explore the world	Watch videos of Indian children talking and learn about what they did on the weekend and Indian food.	
			Story Exploration	Listen to the story of a boy and a cat while looking at the picture or read it aloud.	
		Conclusion (5 Min.)	Check the "Reflection" section on p.33. We will also 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 the world. 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").					

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► Unit Overview

Unit Name	Check Your Steps 1 Outgoing! My News		Textbook page	pp.36-37
			Time	2 hours
Unit Objectives	In order to talk about yourself, you can organize the contents of your daily life and recent events, and present your thoughts and feelings.		Period of study	July
			Related Other Subjects	—
Main expressions	【Review】 I like / My treasure is / It's from / I (frequency) ... (Daily life). / I went to / It was etc			
Main vocabulary	Play , personal objects, movements, things, towns, etc.	scene	Classroom Presentations	
Functions	Present, explain, and report			
Strategy	Make eye contact with your listeners and talk to them			

► Examples of evaluation criteria * It is recommended that the viewpoints and the areas marked with ⊙ are kept in record.

	Knowledge & Skills	Thinking, Judgement, and Expression	Attitude to proactive learning
Listening	<p>< Knowledge > Understand how to use [expressions and related words and phrases that convey likes, treasures, daily life, what you have done, etc.].</p> <p>< Skills> Acquire the ability to listen to presentations about daily life and recent events and get an overview.</p>	In order to get to know the other person better, they can get the outline of the contents after listening to short stories about their daily lives and recent events.	In order to get to know the other person better, they try to get an overview of a short story about their daily lives or recent events.
Speaking	<p><Knowledge> Understand [the target language]. ⊙</p> <p>< Skills> Acquire the ability to express their thoughts and feelings about daily life and recent events using [the target language.] ⊙</p>	In order to convey yourself, they can organize what to talk about their daily lives and recent events, and then talk about their thoughts and feelings using simple phrases and basic expressions. ⊙	In order to convey themselves, they try to talk about their thoughts and feelings using simple phrases and basic expressions after organizing the content of their daily lives and recent events. ⊙

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

	Knowledge & Skills	Thinking, Judgement, and Expression	Attitude to proactive learning
A (satisfactory)	In addition to B, they can include simple phrases and basic expressions that they have learned so far and speak correctly enough.	In order to convey themselves, they can talk about their daily lives and recent events after fully organizing the content and order of what they want to convey.	In order to convey themselves, they can speak in a sufficiently understandable manner with eye contact and reactions in mind.
B (Generally satisfactory)	<p>(1) Favorite things and treasures</p> <p>(2) Daily life and habits</p> <p>(3) Recent events</p> <p>They can talk about them more or less correctly.</p>	In order to convey themselves, they can talk about their daily lives and recent events after organizing the content and order of what they want to convey.	In order to convey themselves, they 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] SL=Sounds and Letters / MPD=My Picture Dictionary

ti me	pa ge	Main Activities		◎ Evaluation to keep in record	
1	36 ~ 37	Goal	In order to get to know each other better, you can listen to specific information about daily life and recent events, and talk about the content after organizing the content.		
		Introduction (10)	greeting	- Before the start of class, play Let's Sing from Unit 1~3 to create an atmosphere. - Ask about mood, date, day of the week, weather, etc.	
			Small Talk	- The teacher and the students talk about their favorite things, treasures, daily lives, and recent activities. Depending on the actual situation, children can communicate with each other.	
		Expand (30 minutes)	Your Goal	- Watch the video and check the goals and goal activities of the unit. - Check the necessary expressions and vocabulary. Share the rubric with everyone as needed.	STEP: Speaking (Presentation) / ● Knowledge and Skills [Knowledge] Understands how to use [the expressions and related words and phrases that convey likes, treasures, daily life, what you have done, etc.]. [Skills] Acquire the skills to talk about thoughts and feelings about daily life and recent events using the target language.
			HOP	- Listen to the audio of Meg's presentation and write what you found in the entry field. - Check what you have learned in pairs or as a whole.	
STEP	- Use the chart on p.37 to organize your thoughts and information. - Time for personalized learning. Students will review their learning in Unit 1~3 by watching the video and audio of the textbook and checking the words and phrases with the MPD. - Practice your presentation in pairs. Instructors provide guidance in the middle as needed. - Fill in "Let's write what you want to devise in your presentation" on p.36.				
Conclusion (5 Min.)	Review what you learned at this time.				
2	36 ~ 37	Goal	In order to convey oneself well, you can talk about your daily life and recent events in an organized manner.		
		Introduction (5)	greeting	- Before the start of class, play Let's Sing from Unit 1~3 to create an atmosphere. - Ask about mood, date, day of the week, weather, etc.	
			Small Talk etc	- Perform the same activities as in the first session or choose 1~2 songs from the Let's Chant of Unit 1~3 and sing them together to get used to it.	
		Expand (30 minutes)	Your Goal	- Share with the class what was good about the previous lesson and what you can improve. - Watch Your Goal videos and review the purpose and the 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 / Judgement / Expression "In order to convey yourself, they can talk about their daily lives and recent events, organize the contents, and use simple phrases and basic expressions to express their thoughts and feelings." JUMP: Speaking (Presentation) / ★ Attitude Trying to [Above]
			JUMP	<ul style="list-style-type: none"> In a rotation format, change the pairs and present them several times. The instructor will provide guidance in the middle to share the good points he/she heard during the activity to make a good speech as a whole. After repeating it several times, mutual evaluation will be conducted. 	
Conclusion (10 Min.)	<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.37 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 Let's see the world.		Textbook page	pp.38-47
			Time	8 hours
Unit Objectives	In order to convey the charm of the country you want to visit, you can listen and tell about the country you want to go to and what you can do there. In addition, you can read example sentences about the country you want to go to and what you can do there and write some using the examples as references.		Period of study	September~October
			Related Other Subjects	Social studies
Main expressions	[Countries you want to visit] Let's go to / Where do you want to go? / I want to go to [What you can do] You can see / You can eat / You can visit / It's [Other] Anything else?			
Main vocabulary	Operation / Impressions / Situation / Town, etc.	scene	classroom	
Functions	Ask, answer, and explain			
Strategy	Introduce while showing photos on a tablet device			

► **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) ☆Understand the outline of the interaction about the country they want to go to and what they can do there.					
1	38 ~ 39	Introduction (20 min.)	Greetings / SL (p.46) "Vv Sounds" / Let's Sing (song) "I want to go to ThERICA!" / Small Talk "What's this country?" / Watch the video of Our Goal to see what you are aiming for.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. 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.	
		Expand (20 minutes)	Listen and Think		- Look at the illustrations and guess the scene 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		- Listen once and check the timing of repeats. - Check the words and phrases in the MPD as necessary and say the chants.
		Conclusion (5 Min.)	Review what you learned at this time.		
Starting Out (2nd) ☆Become used to the expressions used in the interaction and check the goal activity.					
2	38 ~ 39	Introduction (10 min.)	(Song) / Greeting / SL (p.46) "Ww Sound" / Confirmation of Goal	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]	
		Expand (30 minutes)	Let's Chant		"You can eat spicy food."
			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.
			Let's Read and Write		Listen to the audio of the example sentences, read them, and write the country you want to visit.
Conclusion (5 Min.)	Review what you learned at this time.				
Your Turn (3rd) ☆Talk with friends about the country they want to do and what they can do there and write about it.					
3	40 ~ 41	Introduction (10 min.)	(Song) / Greeting / "Yy Sound" in SL (p.46) / Confirmation of Goal	Let's Listen: Listening/ ● Knowledge and Skills Knowledge Understand how to use 'Let's go to or You can see [eat/buy], It's, Where do you want to go?' and	
		Expand (30 minutes)	Let's Watch		Find out how to ask and answer about the country you want to go to, and how to tell them what you can do there.
			Let's Listen		Listen to the exchanges and listen to the countries you want to go to and what you want to do there.

		Let's Chant	"You can eat spicy food."	how to answer those questions and related words. [Skills] Acquire the skill to listen to exchanges about the country you want to go to and what you can do there, and to grasp the overview.	
		Let's Try	Tell each other what you can do in pairs in countries around the world.		
		Conclusion (5 Min.)	Review what you learned at this time.		
Your Turn (4th) ☆Do research on the country they want to do and what they can do there, and write a few sentences.					
4	40 ~ 41	Introduction (15 min.)	(Song) / Greeting / SL (p.46) "Zz no Sound" / Small Talk "Where do you want to go?" / Confirmation of goal	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.	
		Expand (25)	Let's Chant		"You can eat spicy food."
			Let's Read and Write		Using examples as a reference, write about the country you want to visit, and what you can see, eat, and buy there.
		Conclusion (5 Min.)	Check the "Reflection" section on p.41.		
Enjoy Communication (5th) ☆Review the expressions and organize the information about the country they want to go to and what they can do there, and think about what to talk about.					
5	42 ~ 43	Introduction (15 min.)	(Song) / Greeting / SL (p.47) "The Sound of Xx" / Small Talk "What do you want to eat?" / Confirmation of goal	Step 2: Speaking (Interaction) / ●Knowledge and Skills [Knowledge] Understand how to use 'Let's go to or You can see [eat/buy], It's, Where do you want to go?' and how to answer them, as well as related words and phrases. [Skills] Acquire the skills to communicate thoughts and feelings using the target language about the country they want to go to and what they can do there. Step 2: Listening / ◆ Thought, Judgement, Expression In order to learn about the charms of countries around the world, they can listen and understand the exchanges about the countries people want to visit and what they can do there.	
		Expand (25 minutes)	Step 1		After watching the model video, listen to the audio while following the English text with your finger.
			Let's Chant		"You can eat spicy food."
			Step 2		<ul style="list-style-type: none"> • Check the words and phrases required for the activity in MPD. • Organize the content you want to convey while filling in the blanks with information and thoughts, and make a "country you want to go to" card. • Introduce each other in pairs about the country you want to go to and its attractions, and improve the content and attitude.
Conclusion (5 Min.)	Fill in the "Things to be aware of in conversations" on p.43.				
Enjoy Communication (6th) ☆Introduce the country they want to go to and the things they can do there in order to tell its attractions.					
6	42 ~ 43	Introduction (10 min.)	(Song) / Greeting / SL (p.47) "Review (4)" / Confirmation of Goals	Your Goal: Speaking (Interaction) In order to convey the attractions of the countries, they can use simple phrases and basic expressions to convey their thoughts and feelings about the countries they want to visit and what they can do there. Your Goal: Speaking / ★ Attitude Trying to [Above]	
		Expand (30 minutes)	Let's Chant		Get used to the important expressions using "You can eat spicy food".
			Your Goal		<ul style="list-style-type: none"> • After watching the model video, introduce the country you want to go to and its charms. • Take time for some instructions in the middle and repeat the activity. • Fill out the "After Activity Review" and write what you said.
Conclusion (5 Min.)	Check the "Reflection" on p.43 and the CAN-DO tree (MPD pp.42-43).				
Over the Horizon (7th) ☆Through watching the video and the audio, think about the attractions of the World Heritage Sites, thus deepening the understanding of the cultures around the world.					
7	44 ~ 45	Introduction (15 min.)	Greeting / Song / SL (p.47) "I i no sound" / Small Talk "What do you want to see?" / Confirmation of goal	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 overseas World Heritage sites and think about their attractions. Fukabori!: Watch the video and learn about the World Heritage Sites in Japan.
			Conclusion (5 Min.)		Review what you learned at this time.

Over the Horizon (8th) ☆ Through the video and the audio, think about the children in foreign countries and the features of the countries. Read a story referring to the audio and the illustrations.

8	44 ~ 45	Introduction (10 min.)		Greeting / Song / SL (p.47) "Let's Listen (4)" / 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 (30)	Explore the world	Watch videos of Spanish children speaking and learn about Spain's famous sights, famous foods, festivals, and more.	
			Story Exploration	Listen to the story of the sea turtle or read it aloud while looking at the picture.	
		Conclusion (5 Min.)		Check the "Reflection" section on p.45. We will also 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 the World. 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 Where is it from?		Textbook page	pp.48-59
			Time	8 hours
Unit Objectives	In order to understand the connection between themselves and the world, they can listen to and introduce the countries that produce the things around them. In addition, you can read example sentences about the things around them and the country they're produced and write about them with reference to the examples.		Period of study	October~November
			Related Other Subjects	Social studies
Main expressions	[Introduction of things] This is my [Where are you from?] Where is it from? / It's from / My ... is from (country). / (Country) is in (Region). [Original sandwich] Tell me about your sandwich. / My sandwich is a ... sandwich. / (alphabet) is for (ingredients). [Other] ... is a nice country. / We are the ... team. / Can you guess?			
Main vocabulary	Clothing, food, stationery, etc.	scene	Home / Classroom	
Functions	Present, explain, ask questions, and answer			
Strategy	Ask questions with your audience in mind			

► 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) ☆Understand the outline of the interaction about the countries in which things around them are made/produced.				
1	48 ~ 49	Expand (20 minutes)	Introduction (20 min.)	Watch the video of Greetings / "Qq Sound" / Let's Sing (song) "One Big World" / Small Talk "Where is New Zealand?" / Our Goal by SL (p.58) to see what you are aiming for.
			Listen and Think	- Look at the illustrations and guess the scene where the conversation is taking place. - Listen to the audio and write the number in the circle of the corresponding illustration. - Watch anime and check the content of the conversation.
			Let's Chant	- Listen once and check the timing of repeats. - Check the words and phrases in the MPD as necessary and say the chants.
		Conclusion (5 Min.)	Review what you learned at this time.	
At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. 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.				
Starting Out (2nd) ☆Become used to the expressions used in the interaction and check the goal activity.				
2	48 ~ 49	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greeting / "Ee Sound" in SL (p.58) / Confirmation of goal
			Let's Chant	"Where is this chicken from?"
			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.
		Let's Read and Write	Listen to the audio of the example sentences and read them, and write about the things around you.	
Conclusion (5 Min.)	Review what you learned at this time.			
At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]				
Your Turn (3rd) ☆Make an 'original sandwich' and talk with friends about the ingredients and the places they're made in.				
3	50 ~ 51	Expa	Introduction (10 min.)	(Song) / Greeting / SL (p.58) "Review (5)" / Confirmation of Goals
			Let's Watch	Find out how to ask for and introduce things around you.
			Let's Listen 1	Listen to the exchange and pick up the ingredients and
Let's Listen 1 • Let's Try: Listening / ●Knowledge and Skills [Knowledge] Understand how to use 'This is, It's from, (country) is in (region)',				

			production areas.	and the related words and phrases.	
		Let's Chant	"Where is this chicken from?"	Skill Acquire the skill to listen to the exchange about things around them and the place they're from, and to understand the outline of the interaction.	
		Let's Try	Think of an original sandwich and ask each other about the ingredients and their production areas.		
		Conclusion (5 Min.)	Review what you learned at this time.		
Your Turn (4th) ☆Do research on the country/region in which things around them are made, and write a few sentences					
4	50 ~ 51	Introduction (15 min.)		(Song) / Greeting / SL (p.58) "Let's Listen (5)" / Small Talk "What vegeExpression do you like?" / Confirmation of goal	Let's Listen 2: Listening / ●Knowledge and Skills
		Expand (25 minutes)	Let's Chant	"Where is this chicken from?"	Knowledge Understand how to use 'This is ...', 'It's from ...', '(Country) is in (region)' and related words and phrases.
			Let's Read and Write	- Decide on a genre for the research as a group (food, stationery, etc.). - Write down the country in which things around them are made and the region to which the country belongs.	Skill Acquire the skills to listen to the exchange about things around them and the place they're from, and to understand the outline of the interaction.
		Conclusion (5 Min.)	Check the "Reflection" section on p.51.		
Enjoy Communication (5th) ☆Review the expressions and organize the information about the country in which things around them are made, and think about what to present as a group.					
5	52 ~ 53	Introduction (15 min.)		(Song) / Greeting / SL (p.59) -Review (6) / Small Talk "Is your glue from Japan?" / Confirm Goals	Step 2: Speaking (Presentation) / ●Knowledge and Skills
		Expand (25 minutes)	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	Knowledge Understand how to use the target language.
			Let's Chant	"Where is this chicken from?"	Skills Acquire the skills to talk about their thoughts and feelings about the things around you and the country in which they're made using the target language.
		Step 2	- Check the words and phrases required for the activity in MPD. - Fill in the blanks with what you researched at the previous time and make a "connection card with the world", - Think about what you will present in the group. - Practice presentations and subsequent interactions in pairs or groups to improve content and attitudes.		
Conclusion (5 Min.)	Fill in the "Things to be aware of presentations" on p.53.				
Enjoy Communication (6th) ☆Present the countries in which things around them are made in order to know the connection between the world and them.					
6	52 ~ 53	Introduction (10 min.)		(Song) / Greeting / SL (p.59) "Let's Listen (6)" / Confirmation of Goals	Your Goal: Listening / ◆ Thought / Judgement / Expression
		Expand (30 minutes)	Let's Chant	Get used to the important expressions using "Where is this chicken from?".	In order to better understand the connection between themselves and the world, they can get an overview after listening to the interactions and short stories about the countries where things around them are produced.
			Your Goal	- After watching the model video, the group will make a presentation about which country the items around them came from. - Take time for some instructions in the middle and repeat the activity. - Fill out the "Activity Review" and write what you presented.	Your Goal: Speaking (Presentation) In order to convey the connection between themselves and the world, they present their thoughts and feelings about the things around them and where they're from in groups, using simple phrases and basic expressions.
Conclusion (5 Min.)	Check "Reflection" on p.53 and CAN-DO Tree (MPD pp.42-43).		Your Goal: Speaking / ★ Attitude Trying to present cooperatively		
Over the Horizon (7th) ☆Through watching the video and the audio, think about the history of exchanges between Japan and the world, thus deepening the understanding of the connection between Japan and the world.					
7	54 ~	Introduction (15 min.)	Greeting / Song / SL (p.59) "Review (7)" / Small Talk "Where is your water bottle from?" / Confirmation of goals	At this time, we will provide guidance toward the goal, but we will not	

	57	Expand (25)	Cultural Exploration	Watch videos of the Silk Road and the treasures came to Japan using the road, and think about the interaction between Japan and the rest of the world.	evaluate it to keep a record. See [*1]
				Fukabori!: Watch pp.56-57 to listen to the audio of the numbers and think about the relationship between Japan and the world.	
		Conclusion (5 Min.)	Review what you learned at this time.		
Over the Horizon (8th) ☆Through the video and the audio, think about the children in foreign countries and the features of the countries. Read a story referring to the audio and the illustrations.					
8	54 ~ 57	Expand (30)	Introduction (10 min.)	Greeting / Song / SL (p.59) "Let's Listen (7)" / 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]
			Explore the world	Watch videos of Ghanaian children speaking and learn about Ghana's specialties and people who have a connection with Japan.	
			Story Exploration	Listen to the story of the sea turtle or read it aloud while looking at the picture.	
		Conclusion (5 Min.)	Check the "Reflection" section on p.55. We will also 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 the world. 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 Save the animals.	Textbook page	pp.60-69
		Time	8 hours
Unit Objectives	To deepen your understanding of living things, you can listen and talk about where they live, the problems they face, and what you can do for them. In addition, you can read example sentences and write about them with reference to example sentences.	Period of study	November~December
		Related Other Subjects	Science
Main expressions	[Living creatures] Let's save the / Where do ... live? / ... live in [Problems and what you can do] ... is a big problem. / We can [Other] I have an idea. / Nice idea!		
Main vocabulary	Nature / Sea creatures / Problems and things that can be done / Animals, etc.	scene	Home Economics / Classroom
Functions	Present, Explain		
Strategy	Collaborate		

► **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) ☆Understand the outline of the interaction about the environmental problems the world faces.					
1	60 ~ 61	Expand (20 minutes)	Introduction (20 min.)	Greetings / SL (p.68) "ch sound" / Let's Sing (song) "We all live together." / Small Talk "What animal do you like?" / Watch the video of Our Goal to see what you are aiming for.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. 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.
			Listen and Think	- Look at the illustrations and guess the scene 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	- Listen once and check the timing of repeats. - Check the words and phrases in the MPD as necessary and say the chants.	
		Conclusion (5 Min.)	Review what you learned at this time.		
Starting Out (2nd) ☆Become used to the expressions used in the interaction and check the goal activity.					
2	60 ~ 61	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greeting / "sh sound" of SL (p.68) / Confirmation of goal	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	"Let's save the animals!"	
			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.	
		Let's Read and Write	Listen to the audio of the example sentences and read them, and write the creature you want to save.		
Conclusion (5 Min.)	Review what you learned at this time.				
Your Turn (3rd) ☆Ask each other about the habitats for animals/creatures.					
3	62 ~ 63	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greeting / SL (p.68) "th sound (1)" / Confirmation of goal	Let's Listen: Listening / ●Knowledge and Skills Knowledge Understand how to use 'Let's save, Where do (Name) live?' and how to answer them, '... is a big problem., We
			Let's Watch	Check how to say the places where the creatures live and the problems they have.	
			Let's Listen	Listen to the speeches about the places where the creatures live and the problems they face.	

		Let's Chant	"Let's save the animals!"	can.', and their related words and phrases. Skills Acquire the skills to listen to speeches about the places where creatures live and the problems they face and to grasp the outline.	
		Let's Try	Ask each other in pairs where the creatures live.		
		Conclusion (5 Min.)			Review what you learned at this time.
Your Turn (4th) ☆Read an article about what we can do for the creatures and write about the habitats and the problems the animals face using the example sentences as references.					
4	62 ~ 63	Introduction (15 min.)		(Song) / Greeting / SL (p.68) "th sound (2)" / Small Talk "What do penguins eat?"	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
		Expand (25)	Let's Chant	"Let's save the animals!"	
			Let's Read	Using photographs and other hints, read posters written in familiar sentences.	
			Let's Read and Write	Write about the places where the creatures live and the problems they have.	
Conclusion (5 Min.)		Check the "Reflection" section on p.63.			
Enjoy Communication (5th) ☆Review the expressions and organize the information about the creature they want to save and the things they can do around them, and think about what to present.					
5	64 ~ 65	Introduction (15 min.)		(Song) / Greeting / SL (p.69) "wh sound" / Small Talk "Where do lions live?" / Confirmation of goal	Step 2: Speaking (Presentation) / ● Knowledge and Skills Knowledge Understand how to use 'Let's save, Where do (Name) live? and how to answer it, ... is a big problem., We can, and the related words and phrases. Skills Acquire the skills to talk about their thoughts and feelings about the places where living things live, the problems they face, and what they can do around them using the target language. Step 2: Listening / ♦ Thought, Judgement, Expression In order to deepen our understanding of living creatures, they can listen and understand the outline of short stories about the places where the creatures live, the problems they face, and what we can do around us.
		Expand (25 minutes)	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	
			Let's Chant	"Let's save the animals!"	
			Step 2	- Check the words and phrases required for the activity in MPD. - Organize the content you want to convey by filling in the blanks with information and thoughts and making "cards of what we can do". - Practice presentations in pairs or groups to improve the content and attitude.	
Conclusion (5 Min.)		Fill in the "Things to be careful about presentations" on p.65.			
Enjoy Communication (6th) ☆Present things about the creatures and what they can do for them in order to deepen the understanding of the creatures.					
6	64 ~ 65	Introduction (10 min.)		(Song) / Greeting / SL (p.69) "Review (8)" / Confirmation of Goals	Your Goal: Speaking (Presentation) / ♦ Thought / Judgement / Expression In order to deepen their understanding of living creatures, they can talk about the places where they live, the problems they face, and what we can do around them, using simple phrases and basic expressions to express their thoughts and feelings. Your Goal: Speaking / ★ Attitude Trying to [Above]
		Expand (30 minutes)	Let's Chant	Get used to the important expressions using "Let's save the animals!"	
			Your Goal	- After watching the model video, give a presentation on what you can do for the creatures. - Take time for some instructions in the middle and repeat the activity. - Fill out the "Activity Review" and write what you presented.	
Conclusion (5 Min.)		Check "Reflection" on p.65 and the CAN-DO tree (MPD pp.42-43).			
Over the Horizon (7th) ☆Through watching the video and the audio, think about the relationship between Japan and the creatures around the world, thus deepening the understanding of the problems the creatures face around the world.					
7	66 ~ 67	Introduction (15 min.)		Greeting / Song / SL (p.69) "Review (9)" / Small Talk "What can we do for the sea turtles?" / Confirmation of goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
		Expa	Cultural Exploration	Watch a video of an elephant on the island of Borneo and think about the problems the creatures face around the world.	

				Fukabori!: Think about the production of agricultural products that are ecologically friendly.	See [*1]
		Conclusion (5 Min.)		Review what you learned at this time.	
Over the Horizon (8th) ☆Through the video and the audio, think about the children in foreign countries and the features of the countries. Read a story referring to the audio and the illustrations.					
8	66 ~ 67	Introduction (10 min.)		Greeting / Song / SL (p.69) "Let's Listen (8)" / Confirmation of Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
		Expand (30)	Explore the world	Watch a video of a Brazilian child speaking and learn about the characteristics and problems of the Amazon rainforest.	
			Story Exploration	Listen to the story of the sea turtle or read it aloud while looking at the picture.	See [*1]
		Conclusion (5 Min.)		Check the "Reflection" section on p.67. We will also 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 the world. 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	Check Your Steps 2 Let's Get Started! What can we do for the planet?		Textbook	pp.70-71
			page	
Unit Objectives	In order to convey your thoughts on the earth, you can organize the problems that living things and the earth face, and what you can do, and then present your thoughts and feelings.		Time	2 hours
			Period of study	December
			Related Other Subjects	—
Main expressions	[Review] I want to go to / You can see [eat/visit] / It's / My ... is from (Country). / (Country) is in (Region). / Let's save / ... live in / ... is a big problem. / We can etc			
Main vocabulary	Movement / Impressions / Appearance / Problems of living creatures, what can be done, etc.	scene	Poster presentation in the classroom	
Functions	Present, Explain			
Strategy	Speak slowly, especially when it comes to the important parts you want to convey			

► Examples of evaluation criteria * It is recommended that the viewpoints and the areas marked with ☉ are kept in record.

	Knowledge & Skills	Thinking, Judgement, and Expression	Attitude to proactive learning
Listening	<p><Knowledge> Understand [the expressions and the related words and the phrases that convey what we can do for living things and the earth].</p> <p><Skills> Acquire the skills to grasp the outline of the problems facing living things and the earth by listening to presentations about what they can do.</p>	<p>In order to get a better understanding of the other person's thoughts on the earth, they can listen to short stories about living things, the problems that the earth faces, and what we can do, and understand the outline of them.</p>	<p>In order to get a better idea of the other person's view of the earth, they are trying to get an overview of the problems that living beings and the earth face and short stories about what we can do.</p>
Speaking (Presentation)	<p><Knowledge> Understand [the target language].☉</p> <p><Skills> Acquire the skills to talk about their thoughts and feelings about the problems living things and the earth are facing and what they can do, using [the target language]. ☉</p>	<p>In order to convey their thoughts on the earth, they can organize the content of the problems living beings and the earth are facing and what they can do, and then talk about their thoughts and feelings using simple phrases and basic expressions. ☉</p>	<p>In order to convey their thoughts on the earth, they can try to talk about their thoughts and feelings using simple phrases and basic expressions after organizing the content of the problems that living things and the earth face, and what they can do. ☉</p>

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

	Knowledge & Skills	Thinking, Judgement, 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.	In order to convey one's thoughts on the earth, students can talk about the problems living beings and the earth face, and what they can do, after fully organizing the content and the order of what they are presenting.	In order to convey their thoughts on the earth, they can speak in a sufficiently understandable manner with eye contact and reactions in mind.
B (Generally satisfactory)	<p>(1) Problems faced by living things and the earth</p> <p>(2) What we can do</p> <p>You can talk about these more or less correctly.</p>	In order to convey your thoughts on the earth, students can talk about the problems living things and the earth face and what they can do about them, after organizing the content and the order of what you want to convey.	In order to convey their thoughts on the earth, they 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.
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► **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 be recorded	
1	70 ~ 71	Goal	In order to learn about each other's thoughts on the earth, they can listen to specific information about the problems living things and the earth face and what we can do, and talk about it after organizing the contents.		
		Introduction (10 min.)	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	- The instructor and the children communicate with each other about the country they want to visit, the things around them, and the creatures they want to save. Depending on the actual situation, the children can communicate with each other.	
		Expand (30 minutes)	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 <u>Knowledge</u> Understand how to use [the expressions and the related words and the phrases that convey what you can do for living things and the earth]. <u>Skills</u> Acquire the skills to talk about their thoughts and feelings about the problems living things and the earth face and what they can do, using the target language.
			HOP	<ul style="list-style-type: none"> • Listen to the audio of the presentation by Genki and write what you understand. • Check what you have learned in pairs or as a whole. 	
STEP	<ul style="list-style-type: none"> • Organize your thoughts and information with the mapping on p.71. • Time for personalized learning. Students will review their learning in Unit 4~6 by watching the video and the audio of the textbook, and check the words and phrases with the MPD. • Practice your presentation in pairs. Instructors provide guidance in the middle as needed. • Fill in "Write what you want to do well in your presentation" on p.70. 				
Conclusion (5 Min.)	5	Review what you learned at this time.			
2	70 ~ 71	Goal	In order to convey their thoughts on the earth, they can talk about the problems that living things and the earth face and what they can do after organizing the content.		
		Introduction (5)	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 activities as in the first session, or choose 1~2 songs from the Let's Chant of Unit 4~6 and sing them together to get used to it.	
		Expand (30 minutes)	Your Goal	<ul style="list-style-type: none"> • Share with the class what was good about the previous lessons and what they can improve. • Watch Your Goal videos and review the purpose and rubric of the activity. Also, check the "Let's write what you want to do well in the presentation" that they wrote in the previous time. 	JUMP: Speaking (Presentation) / ◆ Thought / Judgement / Expression In order to convey their thoughts on the earth, they can organize the problems that living beings and the earth face and what we can do, and then use simple phrases and basic expressions to express their thoughts and feelings." JUMP: Speaking (Presentation) / ★ Attitude Trying to [Above].
JUMP	<ul style="list-style-type: none"> • In the form of a poster session, they will make several presentations with different partners. • The instructor will provide guidance in the middle and share some good points with the class. • After repeating several times, a mutual evaluation will be conducted. 				

		Conclusion (10 Min.)	<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.<ul style="list-style-type: none">▪ Fill in the JUMP form on p.71 of the textbook.▪ Instructors provide feedback on the second semester to touch on the growth of the students and build confidence.	
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▶ Unit Overview

Unit Name	Unit 7 My Best Memory		Textbook page	pp.72-81
			Time	8 hours
Unit Objectives	In order to get to know each other better, they can ask and introduce their best memories of elementary school life. In addition, they can read example sentences and write about their best memories of elementary school life.		Period of study	January~February
			Related Other Subjects	Moral education
Main expressions	[Memories] What's your best memory? / My best memory is [What I did and what I thought] What did you do? / We went to / We ate [saw] / It was [Other] How was ...? / Nice talking to you.			
Main vocabulary	Things to do / School events / Town / Impressions / Situation, etc.	scene	Classroom / Online Conversation	
Functions	Ask questions, answer, explain, and give your impressions			
Strategy	Use the expressions you've learned so far			

▶ **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) ☆Understand the outline of the interaction about the memories at elementary school.				
1	72 ~ 73	Expand (20 minutes)	Introduction (20 min.)	Greetings / Read (1) of SL (p.80). / Let's Sing (song) "Four Seasons" / Small Talk "What do you like about school?" / Watch the video of Our Goal to see what you are aiming for.
			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 once and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants.
		Conclusion (5 Min.)	Review what you learned at this time.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. 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.
Starting Out (2nd) ☆Become used to the expressions used in the interaction and check the goal activity.				
2	72 ~ 73	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greetings / Read (2) of SL (p.80). / Confirm Goals
			Let's Chant	"What's your best memory?"
			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.
		Let's Read and Write	Listen to the audio of the example sentences, read them, and write your best memories.	
Conclusion (5 Min.)	Review what you learned at this time.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]		
Your Turn (3rd) ☆Talk with friends about the best memories at elementary school.				
3	74 ~ 75	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greetings / Read (3) of SL (p.80). / Confirm Goals
			Let's Watch	Find out how to ask and answer the questions about the best memories.
			Let's Listen 1	Listen to the exchanges and understand the best memories of elementary school life.
				Let's Listen 1 • Let's Try: Listening / Knowledge and Skills Knowledge Understand how to use 'What's your best memory?', 'My best memory is, We went to, It was,

				and the related words and phrases.	
		Let's Chant	"What's your best memory?"	Skills Acquire the skills to listen to exchanges about your best memories of elementary school life and grasp the overview.	
		Let's Try	Ask each other in pairs about their best memories of elementary school life.		
		Conclusion (5 Min.)	Review what you learned at this time.		
Your Turn (4th) ☆Read an article about the best memories at elementary schools and write about it using examples as references.					
4	74 ~ 75	Introduction (15 min.)		(Song) / Greetings / Read the English text of (4) of SL (p.80). / Small Talk "What school event 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 record. See [*1]
		Expand (25 minutes)	Let's Chant	"What's your best memory?"	
			Let's Read	- Use photos and other hints to read notes written in familiar sentences. - Read the notes aloud in pairs.	
			Let's Listen 2	Listen to the audio of the presentation and compare it with their own way of reading.	
		Let's Read and Write	Work on p.74, Let's Read and Write. Listen to the audio of the example sentences, read them, and write down what they did and what they thought about their best memories.		
Conclusion (5 Min.)	Check the "Reflection" section on p.75.				
Enjoy Communication (5th) ☆Review the expressions and organize the information about the best memories at elementary school, and think about what to talk about.					
5	76 ~ 77	Introduction (15 min.)		(Song) / Greetings / Read (5) of SL (p.81). / Small Talk "How was your school trip?" / Confirm your goals	Step 2: Speaking (Interaction) / Knowledge and Skills Knowledge Understand how to use [What's your best memory?, My best memory is ..., We went to ..., It was ..., and the related words and phrases]. Skills Acquire the skills to talk about the best memories at elementary schools and express their thoughts and feelings using the target language. Step 2: Listening / Thought, Judgement, Expression In order to get to know the other person better, they can get an overview of the exchange and short stories about their best memories of elementary school life.
		Expand (25 minutes)	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	
			Let's Chant	"What's your best memory?"	
			Step 2	<ul style="list-style-type: none"> Check the words and phrases required for the activity in MPD. Organize the content you want to convey by filling in the blanks with information and thoughts and making "memory cards". Communicate with each other in pairs about memories of elementary school life and improve content and attitudes. 	
Conclusion (5 Min.)	Fill in the "Things to be aware of in conversations" on p.77.				
Enjoy Communication (6th) ☆Talk about the best memories at elementary schools to get to know each other better.					
6	76 ~ 77	Introduction (10 min.)		(Song) / Greetings / Read (6) of SL (p.81). / Confirm Goals	Your Goal: Speaking (Interaction) In order to convey oneself and get to know the other person well, they can share their thoughts and feelings about their best memories of elementary school life using simple words and basic expressions. Your Goal: Speaking / Attitude Trying to [Above].
		Expand (30 minutes)	Let's Chant	Get used to the important expressions using "What's your best memory?"	
			Your Goal	<ul style="list-style-type: none"> After watching the model video, share their memories of elementary school life. Take time for some instructions in the middle and repeat the activity. Fill out the "Activity Review" form and write about the conversation. 	
Conclusion (5 Min.)	Check "Reflection" on p.77 and the CAN-DO tree (MPD pp.42-43).				
Over the Horizon (7th) ☆Through watching the video and the audio, think about school life and the events at elementary schools around the world, thus deepening the understanding of the cultures around the world.					
7	78 ~	Introduction (15 min.)		Greetings / Songs / Read (7) of SL (p.81). / Small Talk "What's your best memory?" / Confirm your goals	At this time, we will provide guidance toward the goal, but we will not

	79	Expand (25)	Cultural Exploration	Watch a video about an elementary school event in the UK and think about the differences between it and their own school.	evaluate it to keep a record. See [*1]
				Fukabori!: Think about events in Japan that you would recommend to foreign elementary school students.	
		Conclusion (5 Min.)		Review what you learned at this time.	
Over the Horizon (8th) ☆Through the video and the audio, think about the children in foreign countries and the features of the countries. Read a story referring to the audio and the illustrations.					
8	78 ~ 79	Expand (30)	Introduction (10 min.)	Greetings / Songs / Read (8) of SL (p.81). / Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]
			Explore the world	Watch videos of Chinese children speaking and learn about their memories of elementary school life and the similarities between China and Japan.	
			Story Exploration	Listen to Malala Yousafzai's life and quotes while looking at her paintings and read them aloud.	
		Conclusion (5 Min.)		Check the "Reflection" section on p.79. We will also 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 the World. 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 8 My Future, My Dreth	Textbook page	pp.82-91
		Time	8 hours
Unit Objectives	You can listen and tell them what you want to do in the future in order to support each other's dreams. In addition, you can read example sentences and write about club activities you want to join in junior high school and your dreams for the future.	Period of study	February~March
		Related Other Subjects	Moral education
Main expressions	【Club activities you want to join】 What club do you want to join? / I want to join 【Future Dreams】 What do you want to be? / I want to be a / I want to work [live/help] 【Other】 I like / I'm good at / Good luck!		
Main vocabulary	Club activities / occupation / behavior / impressions / situation, etc.	scene	Classroom / Graduation / Airport
Functions	Ask, answer, and explain		
Strategy	Use gestures		

▶ **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) ☆Understand the outline of the interaction about what they want to do in junior high school and their future dream.				
1	82 ~ 83	Expand (20 minutes)	Introduction (20 min.)	Greetings / Read (9) of SL (p.90). / Let's Sing (song) "My Future Dream" / Small Talk "Are you in a club now?" / Watch the video of Our Goal to see what you are aiming for.
			Listen and Think	<ul style="list-style-type: none"> Look at the illustrations and guess the scene 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 once and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants.
		Conclusion (5 Min.)	Review what you learned at this time.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. 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.
Starting Out (2nd) ☆Become used to the expressions used in the interaction and check the goal activity.				
2	82 ~ 83	Expand (30 minutes)	Introduction (10 min.)	(Song) / Greetings / Read (10) of SL (p.90). / Confirm Goals
			Let's Chant	"I want to be a star!"
			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.
			Let's Read and Write	Listen to the audio of the example sentences, read them, and write down the club activities you want to join.
Conclusion (5 Min.)	Review what you learned at this time.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record. See [*1]		
Your Turn (3rd) ☆Talk with friends about the clubs they want to join and their future dreams.				
3	84 ~ 85	Expand (30 minutes)	Introduction (10 min.)	(song) / Greetings / Read (11) of SL (p.90). / Confirm Goals
			Let's Watch	Check how to ask and answer questions about the club activities you want to join and your dreams for the future.
			Let's Listen 1	Listen to the conversation and ask about the club activities you want to join and your dreams for the future.
			Let's Chant	"I want to be a star!"
Let's Listen 1 • Let's Try: Listening / Knowledge and Skills Knowledge Understand how to use 'What club do you want to join?, I want to join, What do you want to be?, I want to be' and the related words and phrases.				

		Let's Try	Ask each other in pairs about the club activities they want to join and their dreams for the future.	[Skills] Acquire the skills to grasp the outline of junior high school life by listening to the exchanges about what they want to do in junior high school and their dreams for the future.	
		Conclusion (5 Min.)	Review what you learned at this time.		
Your Turn (4th) ☆Read an article about the clubs they want to join and their future dreams and write about it using examples as references.					
4	84 ~ 85	Introduction (15 min.)		(Song) / Greetings / Read (12) of SL (p.90). / Small Talk "What club do you want to join?" / 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 minutes)	Let's Chant	"I want to be a star!"	
			Let's Read	- Use photos and other hints to read notes written in familiar sentences. - Read the notes aloud in pairs.	
			Let's Listen 2	Listen to the audio of the presentation and compare it with their own reading.	
			Let's Read and Write	Work on p.84's Let's Read and Write. Listen to the audio of the example sentences, read them, and write their dreams for the future.	
Conclusion (5 Min.)		Check the "Reflection" section on p.85.			
Enjoy Communication (5th) ☆Review the expressions and organize the information about the clubs they want to join and their future dreams and think about what to talk about.					
5	86 ~ 87	Introduction (15 min.)		(Song) / Greetings / Read (13) of SL (p.91). / Small Talk "What do you want to be?" / Confirm your goals	Step 2: Speaking (Interaction) / ●Knowledge and Skills [Knowledge] Understand how to use [What club do you want to join?, I want to join, What do you want to be?, I want to be and the related words and the phrases] . [Skills] Acquire the skills to communicate their thoughts and feelings about what they want to do in junior high school life and their dreams for the future using [the target language.] Step 2: Listening / ◆ Thought, Judgement, Expression In order to support the dreams of others, they can understand the outline of exchanges and short stories about what they want to do in junior high school life and their dreams for the future.
		Expand (25 minutes)	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	
			Let's Chant	"I want to be a star!"	
			Step 2	• Check the words and phrases required for the activity in MPD. • Organize the content they want to convey while filling in the blanks and making "future cards". • Tell each other in pairs about the club activities you want to join and the profession you want to become, and improve the content and attitude.	
Conclusion (5 Min.)		Fill in the "Things to be aware of in conversations" on p.87.			
Enjoy Communication (6th) ☆Talk about their future dreams to get to support friends' dreams.					
6	86 ~ 87	Introduction (10 min.)		(Song) / Greetings / Read (14) of SL (p.91). / Confirm Goals	Your Goal: Speaking (Interaction) In order to support each other's dreams, they can communicate their thoughts and feelings about what they want to do in junior high school and their dreams for the future using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above]
		Expand (30 minutes)	Let's Chant	Get used to the important expressions using "I want to be a star!"	
			Your Goal	• After watching the model video, tell each other what you want to do in the future. - Take time for some instructions in the middle and repeat the activity. • Fill out the "Activity Review" form and write about the conversation.	
Conclusion (5 Min.)		Check "Reflection" on p.87 and CAN-DO Tree (MPD pp.42-43).			
Over the Horizon (7th) ☆Through watching the video and the audio, think about the jobs that require English skills, thus deepening the understanding of the world that English enables to broaden.					
7	88 ~ 89	Introduction (15 min.)		Greetings / Songs / Read (15) of SL (p.91). / Small Talk "Do you like English?" / Confirm your goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
		Expa	Cultural Exploration	Watch videos of Japanese people working overseas and think about jobs that use English and diversity.	

			Fukabori!: Think about why you are learning a language other than your mother tongue.	See [*1]
		Conclusion (5 Min.)	Review what you learned at this time.	
Over the Horizon (8th) ☆Through the video and the audio, think about the children in foreign countries and the features of the countries. Read a story referring to the audio and the illustrations.				
8	88 ~ 89	Introduction (10 min.)	Greetings / Songs / Read (16) of SL (p.91)/ Confirm Goals	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
		Expand (30)	Explore the world	
			Story Exploration	Listen to and read aloud the biography and quotes of Tetsu Nakamura while looking at the pictures.
		Conclusion (5 Min.)	Check the "Reflection" section on p.89. We will also 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 the World. 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	Check Your Steps 3 Graduation! What I want to convey now	Textbook page	pp.92-93
		Time	2 hours
Unit Objectives	In order to convey your thoughts on graduation, you will be able to organize your memories of elementary school life and your dreams for the future, and then present your thoughts and feelings.	Period of study	March
		Related Other Subjects	—
Main expressions	[Review] My best memory is / We went to / We ate [saw] / It was / I want to join / I want to be a / I want to work [live/help] etc		
Main vocabulary	School events / Impressions / Club activities / Occupation / Movement, etc.	scene	Classroom presentations, message videos
Functions	Present, Explain		
Strategy	Share your thoughts and support others		

► Examples of evaluation criteria * It is recommended that the viewpoints and the areas marked with ☉ are kept in record.

	Knowledge & Skills	Thinking, Judgement, and Expression	Attitude to proactive learning
Listening	< Knowledge > Understand how to use [the expressions and the related words and phrases that convey events, impressions, and what you want to do]. < Skills> Acquire the skills to listen to presentations about memories of elementary school life and dreams for the future, and to grasp the outline.	In order to get an idea of the other person's thoughts on graduation, they can listen to a short story about the memories of elementary school life and their dreams for the future.	In order to get a sense of the other person's thoughts on graduation, they try to get an overview of a short story about the memories of elementary school life and the dreams for the future.
Speaking	< Knowledge> Understand [Above] ☉ < Skills> Acquire the ability to talk about their memories of elementary school life and their dreams for the future using the target language to talk about their thoughts and feelings. ☉	In order to convey their thoughts on graduation they talk about their memories of elementary school life and their dreams for the future, and then talk about their thoughts and feelings using simple phrases and basic expressions. ☉	In order to convey their thoughts on graduation they try to talk about their memories of elementary school life and their dreams for the future, and then talk about their thoughts and feelings using simple phrases and basic expressions. ☉

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

	Knowledge & Skills	Thinking, Judgement, and Expression	Attitude to proactive learning
A (satisfactory)	In addition to B, they can include simple phrases and basic expressions that they have learned so far and speak correctly enough.	In order to convey their thoughts on graduation, they can talk about their memories of elementary school life and their dreams for the future, after fully organizing the content and order of what they want to convey.	In order to convey their thoughts on graduation, they can speak in a sufficiently understandable manner with eye contact and reactions in mind.
B (Generally satisfactory)	(1) My best memories of elementary school life (2) Club activities they want to join in junior high school (3) Future dreams You can talk about them more or less correctly.	In order to convey your thoughts on graduation, they can talk about their memories of elementary school life and their dreams for the future, after organizing the content and order of what they want to convey.	In order to convey their thoughts on graduation, they 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] SL=Sounds and Letters / MPD=My Picture Dictionary

time	page	Main Activities		◎ Evaluation to be recorded	
1	92 ~ 93	Goal	In order to get to know each other's thoughts on graduation, students will be able to listen to specific information about their memories of elementary school life and their dreams for the future, and will be able to talk about it after organizing the contents.		
		Introduction (10)	greeting	<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	Teachers and students exchange memories of elementary school life and dreams for the future. Depending on the actual situation, children can communicate with each other.	
		Expand (30 minutes)	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 [the expressions and the related words and phrases that convey events, impressions, and what they want to do]. Skills Acquired the skills to talk about their memories of elementary school life and their dreams for the future using the target language to talk about their thoughts and feelings.
			HOP	<ul style="list-style-type: none"> Listen to the audio of Nanami's presentation and write what they understand. Check what they have learned in pairs or as a whole. 	
STEP	<ul style="list-style-type: none"> Organize the information on the profile sheet on p.93. Time for personalized learning. Students will review their learning in Unit 7~8 by watching the video and audio of the textbook and checking the words and phrases with the MPD. Practice your presentation in pairs. Instructors provide guidance as needed. Fill in "Write what you want to do well in your presentation" on p.92. 				
Conclusion (5 Min.)		Review what you learned at this time.			
2	92 ~ 93	Goal	In order to convey your thoughts on graduation, you can talk about your memories of elementary school life and your dreams for the future after organizing the contents.		
		Introduction (5)	greeting	<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 (30 minutes)	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 Your Goal videos and review 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 / Judgement / Expression In order to convey their thoughts on graduation, they can talk about their memories of elementary school life and their dreams for the future, and then use simple words and basic expressions to express their thoughts and feelings. JUMP: Speaking (Presentation) / ★ Attitude Trying to [Above].
			JUMP	<ul style="list-style-type: none"> Make a presentation and record the process. Or watch a pre-recorded version of each other. The instructors will provide guidance and share the good points they have picked up to make a good speech as a whole. After repeating the test several times, a mutual evaluation will be conducted. 	
Conclusion (10 Min.)		<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. Fill in the JUMP on p.93 of the textbook. Instructors provide feedback on the third semester or one year to experience the growth of the students and build confidence for junior high school life. 			

