Reiwa 6 NEW HORIZON Elementary Example of Unit Teaching Plan (6th Grade)

Unit Overview

	Unit 1 This is me!		Textbook page	pp.6-15		
Unit Name	Unit 1 This is me:		Time	8 hours		
	In order to get to know each other better, you can ask and intro	Ũ	Period of study	April~May		
Unit Objectives	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.		Related Other	Moral education		
		Subjects				
	[likes] What do you like? / I like					
Main expressions	[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			
Main Vocabulary		students				
Functions	ctions 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

time	page			Evaluation to keep in record	
Start	ting Ou	t (1st) :	☆Understand the outlin	e of the interaction about likes and personal treasures.	
		Introc	luction (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.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
1	6 ~ 7	Expand (20 minutes)	Listen and Think Let's Read and Write Iusion (5 Min.)	 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. Listen to the example sentences, read them, and write your Name. Review what you learned at this time. 	[*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.
Start	ting Ou		· · · ·	expressions used in the interaction and check the goal activity.	
		Introduction (15 min.)		(Song) / Greeting / SL (p.14) "Cc Sound" / Small Talk "Do you have a dog?" / Confirmation of goal	At this time, we will provide guidance toward the goal, but we
	6	Expar	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. 	will not evaluate it to keep a record. See [*1]
2	~ 7	Expand (25 minutes	Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	
		inutes)	Watch and Think	 Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan. 	
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Your	Turn (3	rd) ☆Ta	alk about what you like	with friends and write about it.	
3	8~		luction (10 min.)	(Song) / Greeting / "Dd Sound" in SL (p.14) / Confirmation of Goal	Let's Listen 1 • Let's Try 1:Listening / ●Knowledge and Skills
	9	Ш	Let's Watch 1	Check the content of a self-introduction and how to convey	Knowledge Understand how to use 'I

				what you like		
			Let's Listen 1	what you like.	like' or 'My treasure is' and related words and phrases.	
			Let's Chant	Listen to the interaction and listen to what they like. "My treasure is this ball."	Skills: Acquire the skills to grasp the	
					outline after listening to exchanges and	
			Let's Try 1 Let's Read and Write	Ask each other what you like in pairs. Listen to the audio of the example sentences, read them, and	short stories about favorite things and treasures and the reasons for them.	
		Conc	lusion (5 Min.)	write what you like. Review what you learned at this time.		
Your	Turn (4	tth) ☆Ta	alk about what you like a	nd the reasons for it with friends and write about it.		
		Introd	luction (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: Listenin / •Knowledge and Skills	
			Let's Watch 2	Find out how to tell people about their treasures and why.	Knowledge Understand how to us	
	8	Expand (25 minutes)	Let's Listen 2	Listen to the exchanges, listen to the treasure and the person who gave it to them.	'like' or 'My treasure is' and relate words.	
4	~	1 (25	Let's Chant	"My treasure is this ball."	Skills: Acquire the skills to grasp th	
	9	min	Let's Try 2	Ask each other in pairs what the treasure is and why.	outline after listening to exchanges an	
		utes	Let's Read and Write	Listen to the audio of the example sentences, read them, and	short stories about favorite things an	
		Ŭ		write your own treasures.	treasures and the reasons for them.	
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.9.		
Enjoy	/ Comr	nunica	tion (5th) ☆Review the	e expressions and organize the information about things you like	or treasure, and consider the conter	
	r presen					
,		1	luction (15 min.)	(Song) / Greeting / SL (p.15) "Gg Sounds" / Small Talk "What	Step 2: Speaking (Presentation)	
				is your treasure?" / Confirmation of goal	•Knowledge and Skills	
	10 ~ 11		Step 1	After watching the model video, listen to the audio while	Knowledge Understand how to us	
				following the English text with your finger.	'like' or 'My treasure is' and relate	
		Expa	Let's Chant	"My treasure is this ball."	words.	
5		Expand (25 minutes)	Step 2	 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. 	Skills Acquire the skills to talk about yo thoughts and feelings about your favori things and treasures and the reasons f them using the target language. Step 2: Listening / ◆ Though Judgement, Expression	
		Conclusion (5 Min.)		Fill n the "Things to be aware of in the presentation" on p.11.	In order to get to know the other per- well, they can get an overview of w they like, what they treasure and reasons for them after listening to st stories.	
Enjoy	y Comr	nunica	tion (6th) ☆Introduce v	what they like and their treasures to get to know each other better	:	
		Introd	luction (10 min.)	Greeting / Song / "Review (1)" of SL (p.15) / Confirmation of goals	Your Goal: Speaking (Presentation In order to introduce themselves, they ta	
			Let's Chant	Get used to the important expressions using "My treasure is	about their thoughts and feelings abo	
		Exp		this ball".	their favorite things and treasures ar	
	10	Expand (30 minutes)	Your Goal	After watching the model video, introduce your favorite things	why, using simple phrases and bas	
6	~	(30)		and treasures.	expressions. Your Goal: Talk / ★ Attitude	
	11	ninc		Take time for some instructions in the middle and repeat the	Trying to [above]	
		ıtes)		 activity. Fill out the "After Activity Review" and write one document of what you have announced. 		
		Conc	lusion (5 Min.)	Check "Reflection" on p.11 and the CAN-DO tree (MPD pp.42- 43).		
Over	the Ha	orizon	(7th) ☆Through watchir	g the video and the audio, think about the children's treasures a	I around the world, thus deepening the	
			cultures around the work		aleand the mond, the doopening t	
anuel					At this time we will meet	
7	12 ~	introc	luction (15 min.)	Greeting / Song / SL (p.15) "Aa Sound" / Small Talk "What	At this time, we will provid	
		I		country do you like?" / Confirmation of goal	guidance toward the goal, but v	

	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]
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Over	the Ho	orizon	()	eo and the audio, think about the children in foreign countries and erring to the audio and the illustrations.	the features of the countries. Read a
		Introc	luction (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
	12	Expar	Explore the world	Watch videos of Canadian children speaking and learn about their favorite things and Canada's specialties and landmarks.	will not evaluate it to keep a record.
8	~ 13	Expand (30	Story Exploration	Listen to the story of a boy and a cat while looking at the picture or read it aloud.	See [*1]
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.13. We will also review the entire unit.	
the wor	rld. The te	st includ	les questions to evaluate K	it by shortening the time spent on some of the activities during the 7th and 8 nowledge & Skills of listening, reading, and writing, and Thought, Judgeme	
see the	Workshe	et Editio	n or the (See "Instruction N	lanual Content Library").	

	Unit 2 My Daily Sahadula		Textbook page	pp.16-25	
Unit Name	Unit 2 My Daily Schedule	Time	8 hours		
	In order to get to know each other's lives better, they can		Period of study	May~June	
Unit Objectives	introduce their daily lives. You can also read example sentence to spend your weekends and write theirs using the examples a	Related Other	Home Economics		
			Subjects		
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. s	cene	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

time	page			Evaluation to keep in record	
Start	ing Out	t (1st) :	☆Understand the outl	I	
		Introc	luction (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.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
1	16 ~ 17	Expand (20 minutes)	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. 	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.
		utes)	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.	
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Start	ing Out	t (2nd)	☆Become used to th	e expressions used in the interaction and check the goal activity	
		Introduction (10 min.)		(Song) / Greeting / "Jj's Sound" in SL (p.24) / Confirmation of Goal	At this time, we will provide guidance toward the goal, but we
	16	Expanc	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.	will not evaluate it to keep a record. See [*1]
2	~ 17	Expand (30 minutes	Listen and Think	- Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	
		nutes)	Watch and Think	Watch the video to confirm the answer to 1.Think about what you would like to convey and fill out your Plan.	
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Your	Turn (3	rd) ☆Ta	alk about how they sp	end their weekends with friends and write about it.	
		Introc	luction (10 min.)	(Song) / Greeting / "L I sound" in SL (p.24) / Confirmation of goal	Let's Listen 1 ⋅ Let's Try 1:Listening / ●Knowledge and Skills
	18	-	Let's Watch	Find out how to ask and talk about your daily life.	Knowledge Understand how to use 'I
3	~	Expand (30	Let's Listen 1	Listen to the exchange and ask how they spend Sundays.	always know' and 'I usually', 'I
	19	nd (3	Let's Chant	"Tell me about your daily schedule."	sometimes' and related words and
		õ	Let's Try 1	Ask each other in pairs what time they will do the three activities	phrases.

				at the weekend.	Skills Acquire the skills to listen to
			Let's Read and	Listen to the audio of the example sentences, read them, and	exchanges about daily life and grasp the
			Write	write down what you usually do at the weekend.	outline.
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Your	Turn (4	lth) ☆Ta	alk about your daily liv	es with friends and write about it.	
		Introc	luction (15 min.)	(Song) / Greeting / SL (p.24) "Mm Sound" / Small Talk "What time	Let's Listen 2 · Let's Try 2: Listening
				do you get up?" / Confirmation of goal	/ •Knowledge and Skills
		Ū	Let's Listen 2	Listen to an interaction and ask about how often they do	Knowledge Understand how to use
	18	Expand		household chores.	always' and 'I usually',
4	~	d (2	Let's Chant	"Tell me about your daily schedule."	sometimes' and related words.
	19	(25 minutes)	Let's Try 2	Talk about the frequency of what you do in your daily life in pairs.	Skills Acquire the skills to listen t
		nute	Let's Read and	Listen to and read the example sentences and write down what	exchanges about daily life and grasp the outline.
		s)	Write	they sometimes do on the weekend.	ouune.
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.19.	
Enjoy	y Comr	nunica	ation (5th) ☆Review	the expressions and organize the information about your daily liv	res and consider the content of you
preser	ntations.				
		Introc	luction (15 min.)	(Song) / Greeting / SL (p.25) "Nn's Sound" / Small Talk "What	Step 2: Speaking (Presentation)
				time do you go to bed?" / Confirmation of goal	•Knowledge and Skills
			Step 1	After watching the model video, listen to the audio while following	Knowledge Understand how to use the
		Expand		the English text with your finger.	target language.
	20	and	Let's Chant	"Tell me about your daily schedule."	Skills Acquire the skills to talk about you thoughts and feelings about your daily lif
5	~	(25 minutes)		Check the words and phrases required for the activity in MPD.	using the target language.
-	21	ninu	Stop 2	Organize the content you want to convey while filling in the blanks and making a "waskand sard"	Step 2: Listening / Though
		ıtes)	Step 2	blanks and making a "weekend card".	Judgement, Expression
				 Practice the presentation and subsequent interaction in pairs to improve the content and attitude. 	In order to get to know the others we
					they can get an overview of their dail
		Conc	lusion (5 Min.)	Fill in the "Things to be careful about presentations" on p.21.	lives after listening to short stories and
F ulles	 				exchanges.
Enjoy		r		e how they spend their weekends to get to know each other better.	Veum Coole Crocoline (Dressentation)
		Introc	Juction (10 min.)	(Song) / Greeting / SL (p.25) "Review (2)" / Confirmation of Goals	Your Goal: Speaking (Presentation) Thought / Judgement / Expression
		_	Let's Chant	Get used to the important expressions using "Tell me about your	In order to convey themselves, they ca
				daily schedule".	, ,
		pa	Your Goal	 After watching the model video. I will introduce how to spend 	talk about their thoughts and feeling
	20	(pand	Your Goal	After watching the model video, I will introduce how to spend the weekend	
6	20 ~	pand (30 m	Your Goal	the weekend.	
6	20 ~ 21	pand (30 minut	Your Goal	-	about their daily lives using simpl
6	~	Expand (30 minutes)	Your Goal	the weekend. • Take time for some instructions in the middle and repeat the	about their daily lives using simpl phrases and basic expressions.
6	~	pand (30 minutes)	Your Goal	the weekend. Take time for some instructions in the middle and repeat the activity. 	about their daily lives using simpl phrases and basic expressions. Your Goal: Speaking / ★ Attitude
6	~		Your Goal Iusion (5 Min.)	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	about their daily lives using simpl phrases and basic expressions. Your Goal: Speaking / ★ Attitude
_	~ 21	Conc	lusion (5 Min.)	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). 	about their daily lives using simpl phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above].
Over	~ 21 the Ho	Conc rizon (lusion (5 Min.) (7th) ☆Through watch	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). ng the video and the audio, think about schools and children's daily line 	about their daily lives using simpl phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above].
Over	~ 21 the Ho	Conc rizon (lusion (5 Min.)	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). ng the video and the audio, think about schools and children's daily line 	about their daily lives using simpl phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above].
Over	~ 21 the Ho	Conc rizon (lusion (5 Min.) (7th) ☆Through watch	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). ng the video and the audio, think about schools and children's daily lie world. Greeting / Song / SL (p.25) "Oo no Sound" / Small Talk "Tell me 	about their daily lives using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above]. ves around the world, thus deepenin At this time, we will provid
Over	~ 21 the Ho	Conc rizon (ling of t	lusion (5 Min.) (7th) ☆Through watch the cultures around th duction (15 min.)	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). ng the video and the audio, think about schools and children's daily lie world. Greeting / Song / SL (p.25) "Oo no Sound" / Small Talk "Tell me about your daily schedule." / Confirmation of goals 	about their daily lives using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above]. ves around the world, thus deepening At this time, we will provide guidance toward the goal, but we
Over	~ 21 the Ho	Conc rizon (ling of t	Jusion (5 Min.) (7th) ☆Through watch the cultures around th Juction (15 min.) Cultural	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). ng the video and the audio, think about schools and children's daily lie world. Greeting / Song / SL (p.25) "Oo no Sound" / Small Talk "Tell me about your daily schedule." / Confirmation of goals Watch the video to learn about how American elementary school 	about their daily lives using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above]. ves around the world, thus deepening At this time, we will provide guidance toward the goal, but we
Over	~ 21 the Ho	Conc rizon (ling of t	lusion (5 Min.) (7th) ☆Through watch the cultures around th duction (15 min.)	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). ng the video and the audio, think about schools and children's daily lie world. Greeting / Song / SL (p.25) "Oo no Sound" / Small Talk "Tell me about your daily schedule." / Confirmation of goals Watch the video to learn about how American elementary school students spend their day, and think about how it differs from your 	Your Goal: Speaking / ★ Attitude Trying to [Above]. ves around the world, thus deepening At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record
Over	~ 21 the Ho aderstand	Conc rizon (ling of t	Jusion (5 Min.) (7th) ☆Through watch the cultures around th Juction (15 min.) Cultural	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). ng the video and the audio, think about schools and children's daily lie world. Greeting / Song / SL (p.25) "Oo no Sound" / Small Talk "Tell me about your daily schedule." / Confirmation of goals 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. 	about their daily lives using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above]. ves around the world, thus deepening At this time, we will provide guidance toward the goal, but we
Over the un	~ 21 the Ho	Conc rizon (ling of t	Jusion (5 Min.) (7th) ☆Through watch the cultures around th Juction (15 min.) Cultural	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). ng the video and the audio, think about schools and children's daily lie world. Greeting / Song / SL (p.25) "Oo no Sound" / Small Talk "Tell me about your daily schedule." / Confirmation of goals Watch the video to learn about how American elementary school students spend their day, and think about how it differs from your 	about their daily lives using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above]. ves around the world, thus deepening At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record
Over the un	~ 21 the Ho aderstand	Conc rizon (ding of t Introc Expand (25 minutes)	Jusion (5 Min.) (7th) ☆Through watch the cultures around th Juction (15 min.) Cultural	 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. Check "Reflection" on p.21 and the tree of CAN-DO (MPD pp.42-43). ng the video and the audio, think about schools and children's daily lie world. Greeting / Song / SL (p.25) "Oo no Sound" / Small Talk "Tell me about your daily schedule." / Confirmation of goals 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. Fukaboril: Watch the video and think about the difference 	about their daily lives using simple phrases and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above]. ves around the world, thus deepenin At this time, we will provid guidance toward the goal, but w will not evaluate it to keep a record

		Introd	luction (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	
	22	Expan	Explore the world	Watch videos of Swedish children speaking and learn about popular foods and natural phenomena.	will not evaluate it to keep a record.	
8	~ 23	nd (30	Story Exploration	Listen to the story of a boy and a cat while looking at the picture or read it aloud.	See [*1]	
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.23. We will also review the		
				entire unit.		
When	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 wo	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").

Unit Name	Unit 3 My Weekend	Textbook page	pp.28-35		
Unit Name	Onit 5 my Weekend	Time	8 hours		
	You can ask and tell each other about what you did over the weekend to g	Period of study	June~July		
Unit Objectives	to know each other's lives better. You can also read example sentences a write about what you did on the weekend.	Related Other	Moral education		
		Subjects			
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 / scene Weather etc.	Classroom / Party			
Functions	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

		5L=50L	inds and Letters / M	PD=My Picture Dictionary	
time	page			Evaluation to keep in record	
Start	ing Ou	t (1st) :			
		Introc	luction (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.
1	26 ~ 27	Expand (20 minutes)	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. 	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.
	iuics)	<u> </u>	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.	
Start	ing Out	t (2nd)	☆Become used to t	he expressions used in the interaction and check the goal activity.	
		Introduction (10 min.)		(Song) / Greeting / SL (p.34) "Pp Sound" / Confirmation of Goal	At this time, we will provide
		Expa	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. 	guidance toward the goal, but we will not evaluate it to keep a record.
2	26 ~ 27	Expand (30 minutes)	Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	See [*1]
		utes)	Watch and Think	 Watch the video to confirm the answer to 1. Think about what you would like to convey and fill out your Plan. 	
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Your	Turn (3	th) ☆Ta	alk about how they sp	pent their weekends with friends and write about it.	
3	28 ~ 29	Introc Expand (30	luction (10 min.) Let's Watch Let's Listen 1	(Song) / Greeting / SL (p.34) "Rr sound" / Confirmation of goal Find out what you did over the weekend and how you ask and answer questions. Listen to the exchange and listen to what you did over the weekend.	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
	29				

			Let's Try 1	Tell each other what you did over the weekend in pairs.	Skills Listen to conversations abo
			Let's Read and	Listen to the audio of the example sentences, read them, and write	e what you did over the weekend ar
			Write	about what you enjoyed over the weekend.	have the skill to get an overview.
		Conc	lusion (5 Min.)	Review what you learned at this time.	
ſour	Turn (4	4th) ☆Ta	alk about your daily	lives with friends and write about it.	
		Intro	duction (15 min.)	(Song) / Greeting / SL (p.34) "Ss Sound" / Small Talk "How was	Let's Try 2: Listening / •Knowledg
				your breakfast?" / Confirmation of goal	and Skills
		ш	Let's Listen 2	Listen to the exchange and ask them about their thoughts and	Knowledge Understand how to use 'I we
	00	Expand		activities over the weekend.	to' or 'I enjoyed, I ate, It was a
4	28	nd (Let's Chant	"It was great!"	related words.
4	29	(25 minutes)	Let's Try 2	Ask each other in pairs what they thought of the weekend and	Skills Listen to conversations about w
	20	ninut		what they did.	you did over the weekend and have the s
		tes)	Let's Read and	Listen to the audio of the example sentences, read them, and	to get an overview.
			Write	write down what you ate on the weekend.	
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.29.	
Injo	y Comr	nunica	ation (5th) ☆Revie	w the expressions and organize the information about what they did	over the weekend and their though
		Inter	luction (15 min)	and consider the content of your presentations.	Stop 2. Specting (stopped)
		introd	luction (15 min.)	(Song) / Greeting / SL (p.35) "Tt Sounds" / Small Talk "How was	Step 2: Speaking (Interaction)
			Stop 1	your dinner last night?" / Confirmation of goal	Knowledge and Skills
		_	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	Knowledge Understand how to use target language.
		=xp	Let's Chant	"It was great!"	Skills Acquire the skills of communicat
		Expand (25 minutes)			thoughts and feelings about what they
	30	(25 1	Step 2	Check the words and phrases required for the activity in MPD.	on the weekend to each other using
5	~	ninc		Organize the content you want to convey while filling in the	target language.
	31	tes)		blanks and making a "what you did on the weekend" card.	Step 2: Listening / Thoug
		-		Tell each other about your impressions and activities on the	Judgement, Expression
		Conc	lucion (E Min)	weekend in pairs, and improve your content and attitude.	In order to get to know the other pers
		Cond	lusion (5 Min.)	Fill in the "Things to be careful about conversations" on p.31.	better, they can listen to the exchange a
					get an overview of what they did over
					weekend.
Injo	y Comr	nunica	ation (6th) ☆Introd	uce how they spent their weekends to get to know each other better.	
		Introd	luction (10 min.)	(Song) / Greeting / SL (p.35) "Review (3)" / Confirmation of	Your Goal: Speaking (Interaction)
			1	goals	In order to talk about yourself and get
		Ш	Let's Chant	Get used to the important expressions using "It was great!".	know the other person better, they can u
	30	Expand (30 minutes)	Your Goal	After watching the model video, tell each other what you did on	simple phrases and basic expressions
6	~	ເ) pr		the weekend.	convey their thoughts and feelings ab
-	31	õm		Take time for some instructions in the middle and repeat the	what we did over the weekend.
		inut		activity.	Your Goal: Speaking / ★ Attitude Trying to [Above]
		es)		• Fill in the "After Activity Review" and write one document of	Trying to [Above]
				what you said. Check "Reflection" on p.31 and CAN-DO Tree (MPD pp.42-43).	
		Conc	lucion (5 Min)	Check Reliection on p.51 and CAR-DO free (MFD pp.42-45).	
			lusion (5 Min.)		
		orizon	(7th) ☆Through wat	ching the video and the audio, think about what people do at the week	around the world, thus deepeni
		orizon			end around the world, thus deepeni
		prizon ding of t	(7th) ☆Through wat		
		prizon ding of t	(7th) ☆Through wai the cultures around	the world.	At this time, we will provide guidan toward the goal, but we will r
	nderstan	prizon ding of t	(7th) ☆Through wai the cultures around	the world. Greeting / Song / SL (p.35) "Uu no Sound" / Small Talk "How	At this time, we will provide guidan
ne ur		ding of t	(7th) ☆Through wat the cultures around duction (15 min.)	the world. Greeting / Song / SL (p.35) "Uu no Sound" / Small Talk "How was your summer vacation?" / Confirmation of goals	At this time, we will provide guidan toward the goal, but we will r evaluate it to keep a record.
	aderstand 32 ~	ding of t	(7th) ☆Through wat the cultures around duction (15 min.) Cultural	the world. Greeting / Song / SL (p.35) "Uu no Sound" / Small Talk "How was your summer vacation?" / Confirmation of goals Watch the video to learn about what children around the world	At this time, we will provide guidan toward the goal, but we will r
he ur	nderstan	prizon ding of t	(7th) ☆Through wat the cultures around duction (15 min.) Cultural	 the world. Greeting / Song / SL (p.35) "Uu no Sound" / Small Talk "How was your summer vacation?" / Confirmation of goals Watch the video to learn about what children around the world did during last year's summer vacation and think about the 	At this time, we will provide guidan toward the goal, but we will r evaluate it to keep a record.
ne ur	aderstand 32 ~	ding of t	(7th) ☆Through wat the cultures around duction (15 min.) Cultural	 the world. Greeting / Song / SL (p.35) "Uu no Sound" / Small Talk "How was your summer vacation?" / Confirmation of goals 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. 	At this time, we will provide guidan toward the goal, but we will r evaluate it to keep a record.

		Introc	luction (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		
	32	Expand	Explore the world	Watch videos of Indian children talking and learn about what they did on the weekend and Indian food.	evaluate it to keep a record.		
8	~ 33	nd (30	Story Exploration	Listen to the story of a boy and a cat while looking at the picture or read it aloud.	See [*1]		
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.33. We will also review the entire unit.			
When	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 wo	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").

Unit Name	Charle Vour Store 4	Textbook page	pp.36-37	
Unit Name	Check Your Steps 1 Outgoing! My Ne	Time	2 hours	
	In order to talk about yourself, you can organize the contents	rder to talk about yourself, you can organize the contents of your daily life		July
Unit Objectives	Objectives and recent events, and present your thoughts and feelings.		Related Other	_
		Subjects		
Main expressions	【Review】 I like / My treasure is / It's from / I (frequ	uency) (Daily life). / I went to / It wa	as 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 ③ are kept in record.

	Knowledge & Skills	Thinking, Judgement, and Expression	Attitude to proactive learning
Listening	< Knowledge > Understand how to use [expressions and related words and phrases that convey likes, treasures, daily life, what you have done, etc.]. < Skills> Acquire the ability to listen to presentations about daily life and recent events and get an overview.	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	<knowledge> Understand [the target language]. () < Skills> Acquire the ability to express their thoughts and feelings about daily life and recent events using [the target language.] ()</knowledge>	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)	(1) Favorite things and treasures(2) Daily life and habits(3) Recent eventsThey can talk about them more or less correctly.	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

ti m	ра			Main Activities	Evaluation to keep in record						
e	ge				• • • • • •						
		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	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.						
1	36 ~		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						
	37	Expand	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. 	expressions and related words and phrases that convey likes, treasures, daily life, what you have done, etc.].						
		Expand (30 minutes)	(30 minutes)	(30 minutes)	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 	Skills Acquire the skills to talk about thoughts and feelings about daily life and recent events using the target language.				
		Conc Min.)	clusion (5	middle as needed. - Fill in "Let's write what you want to devise in your presentation" on p.36. Review what you learned at this time.							
		Goal		In order to convey oneself well, you can talk about your daily life and recent events in an organized manner.							
		Introduction (5 Expand (30 minutes)	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.							
2	36 2 ~		Expand (30 minutes)	Expand (Expand (Expand (Expand (Expand (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
	37			JUMP	 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. 	phrases and basic expressions to express their thoughts and feelings." JUMP: Speaking (Presentation) / ★ Attitude Trying to [Above]					
		Conc Min.)	lusion (10	 Check the MPD CAN-DO tree (pp.42-43) and self-evaluate. (If possible) record and submit a presentation as a summary of the first semester. Fill in the JUMP on p.37 of the textbook. Instructors provide feedback on the first semester to touch on the growth of students and build confidence. 							

			Textbook page	pp.38-47		
Unit Name	Unit 4 Let's see the world.	Unit 4 Let's see the world.				
	In order to convey the charm of the country you want to vis	it, you can listen	Period of study	September~October		
Unit Objectives	and tell about the country you want to go to and what you addition, you can read example sentences about the country	Related Other	Social studies			
	to and what you can do there and write some using th	Subjects				
	references.					
	[Countries you want to visit] Let's go to / Where do you want to go? / I want to go to					
Main expressions	[What you can do] You can see / You can eat / You can [Other] Anything else?	n visit / It's				
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 / M	MPD=My F	Picture Dictionary
	1			

time	page			Main Activities	Evaluation to keep in record
Start	ting Out	t (1st) :	☆Understand the out	line of the interaction about the country they want to go to and what t	hey can do there.
		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.
1	38 ~ 39	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. 	If you find an "attitude to take the initiative in learning" point regarding "listening" while observing the class, it could be recorded as an evaluation.
			Let's Chant	 Listen once and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants. 	
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Start	ting Out	t (2nd)	☆Become used to th	ne expressions used in the interaction and check the goal activity.	
		Introc	luction (10 min.)	(Song) / Greeting / SL (p.46) "Ww Sound" / Confirmation of Goal	At this time, we will provide
		Ū	Let's Chant	"You can eat spicy food."	guidance toward the goal, but we will not evaluate it to keep a record.
	38	Expand (30 minutes)	Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	See [*1]
2	~ 39	30 minut	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.	
		tes)	Let's Read and Write	Listen to the audio of the example sentences, read them, and write the country you want to visit.	
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Your	Turn (3	srd) ☆Ta	alk with friends about	t the country they want do and what they can do there and write abou	ıt it.
		Introc	luction (10 min.)	(Song) / Greeting / "Yy Sound" in SL (p.46) / Confirmation of Goal	Let's Listen: Listening/ ●
3	40 ~	Expand (30	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.	Knowledge and Skills Knowledge Understand how to use 'Let
	41	d (30	Let's Listen	Listen to the exchanges and listen to the countries you want to go to and what you want to do there.	's go to or You can see [eat/buy], It's, Where do you want to go?' and

			Let's Chant	"You can eat spicy food."	how to answer those questions and
			Let's Try	Tell each other what you can do in pairs in countries around the world.	Skills Acquire the skill to listen to
		Conclusion (5 Min.)		Review what you learned at this time.	exchanges about the country you want to go to and what you can do there, and to grasp the overview.
Your	Turn (4	1th) ☆D	o research on the c	ountry they want to do and what they can do there, and write a few se	ntences.
		Introc	luction (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
4	40 ~	Expa	Let's Chant	"You can eat spicy food."	evaluate it to keep a record.
	41	Expand (25	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.	
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.41.	
Fnio	v Comr			w the expressions and organize the information about the country the	w want to go to and what they can do
				, and think about what to talk about.	, man to go to and what they dill ut
		Introc	luction (15 min.)	(Song) / Greeting / SL (p.47) "The Sound of Xx" / Small Talk	Step 2: Speaking (Interaction) /
				"What do you want to eat?" / Confirmation of goal	•Knowledge and Skills
		E	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	Knowledge Understand how to use 'Let's go to or You can see [eat/buy], It's
		Expa	Let's Chant	"You can eat spicy food."	Where do you want to go?' and how to
5	42 5 ~ 43	rtes)		 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. 	answer them, as well as related words a phrases. <u>Skills</u> Acquire the skills to communicat thoughts and feelings using the targe language about the country they want to to and what they can do there.
		Conc	lusion (5 Min.)	Fill in the "Things to be aware of in conversations" on p.43.	Step 2: Listening / ◆ Thought Judgement, Expression In order to learn about the charms of countries around the world, they can lister and understand the exchanges about the countries people want to visit and what they can do there.
Enjo	y Comn	nunica	tion (6th) ☆Introd	uce the country they want to go to and the things they can do there in	
		1	luction (10 min.)	(Song) / Greeting / SL (p.47) "Review (4)" / Confirmation of Goals	Your Goal: Speaking (Interaction)
			Let's Chant	Get used to the important expressions using "You can eat spicy food".	In order to convey the attractions of the countries, they can use simple phrases
		Expand (30 minutes) 42 ~ 43			
6	~	and (30 minutes)	Your Goal	 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 	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
6	~		Your Goal lusion (5 Min.)	want to go to and its charms. • Take time for some instructions in the middle and repeat the	thoughts and feelings about the countries they want to visit and what they can do there.
Over	~ 43 the H c	Conc	lusion (5 Min.) (7th) ☆Through wa	 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. Check the "Reflection" on p.43 and the CAN-DO tree (MPD pp.42-43). tching the video and the audio, think about the attractions of the Work 	thoughts and feelings about the countries they want to visit and what they can do there. Your Goal: Speaking / ★ Attitude Trying to [Above]
Over	~ 43 the H c	Conc orizon of the o	lusion (5 Min.) (7th) ☆Through wa cultures around the	 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. Check the "Reflection" on p.43 and the CAN-DO tree (MPD pp.42-43). tching the video and the audio, think about the attractions of the Worworld. 	thoughts and feelings about the countries they want to visit and what they can do there. Your Goal: Speaking / ★ Attitude Trying to [Above] Id Heritage Sites, thus deepening the
Over	~ 43 the H c	Conc orizon of the o	lusion (5 Min.) (7th) ☆Through wa	 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. Check the "Reflection" on p.43 and the CAN-DO tree (MPD pp.42-43). tching the video and the audio, think about the attractions of the Work 	thoughts and feelings about the countrie they want to visit and what they can do there. Your Goal: Speaking / ★ Attitude Trying to [Above] Id Heritage Sites, thus deepening the At this time, we will provide guidance toward the goal, but we will no
Over	~ 43 the H c	Conc orizon of the o	lusion (5 Min.) (7th) ☆Through wa cultures around the	 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. Check the "Reflection" on p.43 and the CAN-DO tree (MPD pp.42-43). tching the video and the audio, think about the attractions of the Worworld. Greeting / Song / SL (p.47) "I i no sound" / Small Talk "What do 	thoughts and feelings about the countries they want to visit and what they can do there. Your Goal: Speaking / ★ Attitude Trying to [Above] Id Heritage Sites, thus deepening the At this time, we will provide guidance toward the goal, but we will no evaluate it to keep a record.
Over	- 43 the Hc standing	Conc orizon of the o	lusion (5 Min.) (7th) ☆Through wa cultures around the luction (15 min.) Cultural	 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. Check the "Reflection" on p.43 and the CAN-DO tree (MPD pp.42-43). tching the video and the audio, think about the attractions of the Worworld. Greeting / Song / SL (p.47) "I i no sound" / Small Talk "What do you want to see?" / Confirmation of goal Watch videos about overseas World Heritage sites and think 	thoughts and feelings about the countries they want to visit and what they can do there. Your Goal: Speaking / ★ Attitude Trying to [Above] Id Heritage Sites, thus deepening the At this time, we will provide guidance toward the goal, but we will no

			(8th) ☆Through the v audio and the illustrat	video and the audio, think about the children in foreign countries and ions.	the features of the countries. Read a
		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
	44 8 ~ 45	Expand	Explore the world	Watch videos of Spanish children speaking and learn about Spain's famous sights, famous foods, festivals, and more.	evaluate it to keep a record.
8		nd (30	Story Exploration	Listen to the story of the sea turtle or read it aloud while looking at the picture.	See [*1]
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.45. We will also review the entire unit.	
When	conductinę	g an end	l-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 V	Norld. The	test incl	ludes questions to evalu	ate Knowledge & Skills of listening, reading, and writing, and Thought, Judgem	entment, Expression of listening. (for details,

see the Worksheet Edition or the (See "Instruction Manual Content Library").

	Unit 5 Where is it from?		Textbook page	pp.48-59		
Unit Name			Time	8 hours		
	In order to understand the connection between themselves	s and the world,	Period of study	October~November		
Unit Objectives	they can listen to and introduce the countries that produce the them. In addition, you can read example sentences about the	0	Related Other	Social studies		
	them and the country they're produced and write about then	Subjects				
	to the examples.					
	[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).					
Main expressions	[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

time	page			Main Activities	Evaluation to keep in record
Start	ing Ou	t (1st) :	☆Understand the out	line of the interaction about the countries in which things around the	em are made/produced.
		Introc	duction (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.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
1	48 ~ 49	Expand (20 minutes)	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. Listen once and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants. 	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.
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Start	ing Out	t (2nd)	☆Become used to th	he expressions used in the interaction and check the goal activity.	
		Introc	luction (10 min.)	(Song)/Greeting/"Ee Sound" in SL (p.58)/Confirmation of goal	At this time, we will provide guidance
		Expand (30 minutes	Let's Chant	"Where is this chicken from?"	toward the goal, but we will not
	48		Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	evaluate it to keep a record.
2	~ 49	(30 mir	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.	See [*1]
		utes)	Let's Read and Write	Listen to the audio of the example sentences and read them, and write about the things around you.	
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Your	Turn (3	rd) ☆N	1ake an 'original sanc	wich' and talk with friends about the ingredients and the places the	y're made in.
	50	Introduction (10 min.)		(Song) / Greeting / SL (p.58) "Review (5)" / Confirmation of Goals	Let's Listen 1 • Let's Try: Listening / •Knowledge and Skills
3	~	Expa	Let's Watch	Find out how to ask for and introduce things around you.	Knowledge Understand how to use 'This
	51	;pa	Let's Listen 1	Listen to the exchange and pick up the ingredients and	is, It's from, (country) is in (region)',

		I		production areas	and the related words and abrease		
				production areas.	and the related words and phrases. Skill Acquire the skill to listen to the		
			Let's Chant	"Where is this chicken from?"	exchange about things around them and		
			Let's Try	Think of an original sandwich and ask each other about the	the place they're from, and to understand		
				ingredients and their production areas.	the outline of the interaction.		
			usion (5 Min.)	Review what you learned at this time.			
Your	Turn (4	lth) ☆D	o research on the c	ountry/region in which things around them are made, and write a few	v sentences		
		Introd	uction (15 min.)	(Song) / Greeting / SL (p.58) "Let's Listen (5)" / Small Talk "What	Let's Listen 2: Listening / •Knowledge		
				vegeExpression do you like?" / Confirmation of goal	and Skills		
		ш	Let's Chant	"Where is this chicken from?"	Knowledge Understand how to use 'This		
	50	Expand (25 minutes)	Let's Listen 2	- Listen to the interaction, listen to the country in which the T-shirt	is", "It's from", "(Country) is in (region)"		
4	~	nd (;		is made, and write it.	and related words and phrases.		
4	51	25 n	Let's Read and	- Decide on a genre for the research as a group (food, stationery,	Skill Acquire the skills to listen to the		
	51	ninu	Write	etc.).	exchange about things around them and		
		tes)		- Write down the country in which things around them are made	the place they're from, and to understand		
				and the region to which the country belongs.	the outline of the interaction.		
		Conc	usion (5 Min.)	Check the "Reflection" section on p.51.			
Enjoy	Comm	unicatio	on (5th) ☆Review tł	he expressions and organize the information about the country in w	hich things around them are made, and		
			think	about what to present as a group.			
		Introd	uction (15 min.)	(Song) / Greeting / SL (p.59) -Review (6) / Small Talk "Is your	Step 2: Speaking (Presentation) /		
			. ,	glue from Japan?" / Confirm Goals	•Knowledge and Skills		
			Step 1	After watching the model video, listen to the audio while	Knowledge Understand how to use the		
					·	following the English text with your finger.	target language.
		Exp	Let's Chant	"Where is this chicken from?"	Skills Acquire the skills to talk about their		
	52	band	Stop 2	Check the words and phrases required for the activity in MPD	thoughts and feelings about the things		
5	~	1 (25	Step 2	- Check the words and phrases required for the activity in MPD.	around you and the country in which they're		
	53	Expand (25 minutes)		- Fill in the blanks with what you researched at the previous time and make a "connection card with the world",	made using the target language.		
		s)		- Think about what you will present in the group.			
				- Practice presentations and subsequent interactions in pairs or			
		Conc	usion (5 Min.)	groups to improve content and attitudes. Fill in the "Things to be aware of presentations" on p.53.			
		nunica	ition (6th) ☆Prese	nt the countries in which things around them are made in order to k	now the connection between the world		
and th	nem.	1					
		Introd	uction (10 min.)	(Song) / Greeting / SL (p.59) "Let's Listen (6)" / Confirmation of	Your Goal: Listening /		
				Goals	Judgement / Expression		
			Let's Chant	Get used to the important expressions using "Where is this	In order to better understand the		
		Ū		chicken from?".	connection between themselves and the		
		Expand (30 minutes)	Your Goal	- After watching the model video, the group will make a	world, they can get an overview after		
		ເ) pເ		presentation about which country the items around them	listening to the interactions and short stories		
		30 m		came from.	about the countries where things around		
-	52	linu		- Take time for some instructions in the middle and repeat the	them are produced.		
6	~	tes)		activity.	Your Goal: Speaking (Presentation)		
	53			- Fill out the "Activity Review" and write what you presented.	In order to convey the connection between		
					themselves and the world, they present their		
		Conc	usion (5 Min.)	Check "Reflection" on p.53 and CAN-DO Tree (MPD pp.42-43).	thoughts and feelings about the things		
					around them and where they're from in		
					groups, using simple phrases and basic		
					expressions.		
					Your Goal: Speaking / ★ Attitude		
					Trying to present cooperatively		
			(711)		as botward lange and the world thus		
Over	the Ho	orizon		atching the video and the audio, think about the history of exchang	es between Japan and the world, thus		
Over	1	1	deepening	the understanding of the connection between Japan and the world.			
Over	the Ho	1			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. Fukaboril: Watch pp.56-57 to listen to the audio of the numbers and think about the relationship between Japan and the world.	evaluate it to keep a record. See [*1]
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Over	the Ho	rizon	() S	video and the audio, think about the children in foreign countries ar g to the audio and the illustrations.	nd the features of the countries. Read a
		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
8	54 ~	Expand	Explore the world	Watch videos of Ghanaian children speaking and learn about Ghana's specialties and people who have a connection with Japan.	evaluate it to keep a record. See [*1]
-	57	4 (30	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.	
the w	orld. The	test inclu	udes questions to evalua	for it by shortening the time spent on some of the activities during the 7th and ate Knowledge & Skills of listening, reading, and writing, and Thought, Judgen tion 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 6 Save the animals.		Textbook page	pp.60-69		
Unit Name			Time	8 hours		
	To deepen your understanding of living things, you can listen and talk	k about	Period of study	November~December		
Unit Objectives	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		Related Other	Science		
	reference to example sentences.		Subjects			
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. scer	ne	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

		Main Activities Evaluation to keep in record								
time	page			Main Activities	Evaluation to keep in record					
Start	ing Ou	t (1st) :	☆Understand the ou	tline of the interaction about the environmental problems the world	faces.					
1		Introd	luction (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.					
	60 ~ 61	Expand (20 minutes)	Listen and Think Let's Chant	 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. Listen once and check the timing of repeats. Check the words and phrases in the MPD as necessary and say the chants. 	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.					
		Conc	lusion (5 Min.)	Review what you learned at this time.						
Start	ing Ou	t (2nd)	☆Become used to t	he expressions used in the interaction and check the goal activity.						
		Introduction (10 min.)		(Song) / Greeting / "sh sound" of SL (p.68) / Confirmation of goal	At this time, we will provide guidant					
			Let's Chant	"Let's save the animals!"	toward the goal, but we will not					
	60	Expand	Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	evaluate it to keep a record.					
2	~ 61	Expand (30 minutes	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.						
		tes)	Let's Read and Write	Listen to the audio of the example sentences and read them, and write the creature you want to save.						
		Conc	lusion (5 Min.)	Review what you learned at this time.						
Your	Turn (3	srd) ☆A	sk each other about	the habitats for animals/creatures.						
		Introd	luction (10 min.)	(Song) / Greeting / SL (p.68) "th sound (1)" / Confirmation of goal	Let's Listen: Listening / •Knowledge					
3	62 ~	Expand	Let's Watch	Check how to say the places where the creatures live and the problems they have.	and Skills Knowledge Understand how to use 'Let's					
3	63	nd (30	Let's Listen	Listen to the speeches about the places where the creatures live and the problems they face.	save, Where do (Name) live?' and how to answer them、' is a big problem., We					

			Let's Chant	"Let's save the animals!"	can .', and their related words and phrases.	
			Let's Try	Ask each other in pairs where the creatures live.	Skills Acquire the skills to listen to speeches	
		Conc	lusion (5 Min.)	Review what you learned at this time.	about the places where creatures live and the problems they face and to grasp the outline.	
Your	Turn (4		ead an article abou example sentences	t what we can do for the creatures and write about the habitats and t	the problems the animals face using the	
		1	luction (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	
			Let's Chant	"Let's save the animals!"	evaluate it to keep a record.	
4	62 ~	Expand (25	Let's Read	Using photographs and other hints, read posters written in familiar sentences.		
	63	d (25	Let's Read and Write	Write about the places where the creatures live and the problems they have.		
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.63.	-	
Enjoy	/ Comn	nunica		ew the expressions and organize the information about the creature do around them, and think about what to present.	e they want to save and the things they	
		Introd	luction (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	
		nutes	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	Knowledge Understand how to use 'Let's save, Where do (Name) live? and how to	
			Let's Chant	"Let's save the animals!"	answer it, is a big problem., We can',	
5	64 ~ 65		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. 	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	
		Conclusion (5 Min.)		Fill in the "Things to be careful about presentations" on p.65.	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.	
Enjoy	/ Comn	nunica		ent things about the creatures and what they can do for them in or tures.	der to deepen the understanding of the	
		Introd	luction (10 min.)	(Song) / Greeting / SL (p.69) "Review (8)" / Confirmation of Goals	Your Goal: Speaking (Presentation) /	
		Expa	Let's Chant	Get used to the important expressions using "Let's save the animals!"	 Thought / Judgement / Expression In order to deepen their understanding of 	
6	64 ~ 65	Expand (30 minutes)	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. 	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	
		Conclusion (5 Min.)		Check "Reflection" on p.65 and the CAN-DO tree (MPD pp.42-	feelings. Your Goal: Speaking / ★ Attitude	
		Conc		43).		
Over	the Ho		(7th) ☆Through wa	atching the video and the audio, think about the relationship betwee	Trying to [Above] en Japan and the creatures around the	
Over 7	the Ho	orizon	(7th) ☆Through wa		Trying to [Above] en Japan and the creatures around the	

				Fukaboril: Think about the production of agricultural products that are ecologically friendly.	See [*1]
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Over	the Ho	orizon	() U	video and the audio, think about the children in foreign countries ar referring to the audio and the illustrations.	nd the features of the countries. Read a
		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
8	66	pand (Explore the world	Watch a video of a Brazilian child speaking and learn about the characteristics and problems of the Amazon rainforest.	evaluate it to keep a record.
0	~ 67		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.	
the w	orld. The	test inclu	udes questions to evalu	e for it by shortening the time spent on some of the activities during the 7th and ate Knowledge & Skills of listening, reading, and writing, and Thought, Judger ction Manual Content Library").	

	Check Your Steps 2 Let's Get Starte	d! What can we	Textbook	pp.70-71
Unit Name	-	page		
	do for the planet?		Time	2 hours
	In order to convey your thoughts on the earth, you can organ	nize the problems that	Period of	December
	living things and the earth face, and what you can do, a	nd then present your	study	
Unit Objectives	thoughts and feelings.	Related	_	
			Other	
			Subjects	
Main expressions	Image: Review] I want to go to / You can see [eat/visit] / It's / My is from (C save / live in / is a big problem. / We can etc			s in (Region). / Let's
Main or a short-me	Movement / Impressions / Appearance / Problems of living	scene	Poster presentati	on in the classroom
Main vocabulary	creatures, what can be done, etc.			
Functions	Present, Explain	•		
Strategy	Speak slowly, especially when it comes to the important part	rts 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	<knowledge> Understand [the expressions and the related words and the phrases that convey what we can do for living things and the earth]. <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.</skills></knowledge>	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.	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.
Speaking (Presentation)	<knowledge> Understand [the target language]. <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].</skills></knowledge>	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. ()	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.

• 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)	(1) Problems faced by living things and the earth(2) What we can doYou can talk about these more or less correctly.	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.

С	(Effort	Less than B.	Less than B.	Less than B.
require	d)			

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

ti m e	pa ge			Main Activities	Evaluation to be recorded										
		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.											
		Introduc	greeting	 Before the start of class, play the Let's Sing of Unit 4~6 to create an atmosphere. Ask about mood, date, day of the week, weather, etc. 											
		Introduction (10 min.)	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.											
1	70 ~ 71	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 Understand how to use [the										
			Expand	HOP	 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. 	expressions and the related words and the phrases that convey what you can do for living things and the earth].									
			STEP	 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. 	Skills Acquire the skills to talk about the thoughts and feelings about the problem living things and the earth face and what they can do, using the target language.										
		Conclusion (5 Min.)		Review what you learned at this time.											
		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.											
		Introduc	greeting	 Before the start of class, play the Let's Sing of Unit 4~6 to create an atmosphere. Ask about mood, date, day of the week, weather, etc. 											
		duction (5											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.	
2	70 ~ 71	Expand	Your Goal	 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										
		Expand (30 minutes)	JUMP	 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. 	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].										

	Conclusion	(10	- Check the MPD CAN-DO tree (pp.42-43) and self-evaluate.	
	Min.)		- (If possible) record and submit your presentation as a summary of the	
			second semester.	
			 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.	

	Unit 7 Mr. Beet Memory	Textbook page	pp.72-81			
Unit Name	Unit 7 My Best Memory	Time	8 hours			
	In order to get to know each other better, they can ask and introduce their best	Period of study	January~February			
Unit Objectives	memories of elementary school life. In addition, they can read example sentences and write about their best memories of elementary school life.	Related Other	Moral education			
	Scheneus and white about their best memories of cichientary school inc.	Subjects				
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 / scene Situation, etc.	Classroom / Online	Conversation			
Functions	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

time	page			Evaluation to keep in record	
Start	ing Ou	t (1st)	☆Understand the out		
		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.	At this time, we will provide guidance toward the goal, but we will not evaluate it to keep a record.
1	72 ~ 73	Expand (20 minutes)	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. 	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.
		inutes)	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. 	
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Start	ing Out	t (2nd)	☆Become used to th	e expressions used in the interaction and check the goal activity.	
		Introduction (10 min.)		(Song) / Greetings / Read (2) of SL (p.80). / Confirm Goals	At this time, we will provide guidance
		Expand (30 minutes)	Let's Chant	"What's your best memory?"	toward the goal, but we will not
	72		Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	evaluate it to keep a record.
2	~ 73	(30 min	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.	See [*1]
		utes)	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.	
Your	Turn (3	rd) ☆T	alk with friends about	the best memories at elementary school.	
		Introd	duction (10 min.)	(Song) / Greetings / Read (3) of SL (p.80). / Confirm Goals	Let's Listen 1 • Let's Try: Listening / •Knowledge and Skills
3	74 ~	Expand (30	Let's Watch	Find out how to ask and answer the questions about the best memories.	Knowledge Understand how to use
3	75	nd (3(Let's Listen 1	Listen to the exchanges and understand the best memories of elementary school life.	'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 listen to
			Let's Chant	"What's your best memory?"	exchanges about your best memories of elementary school life and grasp the
			Let's Try	Ask each other in pairs about their best memories of elementary school life.	overview.
		Conc	lusion (5 Min.)	Review what you learned at this time.	
Your	Turn (4	lth) ☆Re	ead an article about t	he best memories at elementary schools and write about it using ex	amples as references.
		Introc	duction (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.
			Let's Chant	"What's your best memory?"	
4	74 ~	Expand	Let's Read	Use photos and other hints to read notes written in familiar sentences.Read the notes aloud in pairs.	See [*1]
	75	Expand (25 minutes)	Let's Listen 2	Listen to the audio of the presentation and compare it with their own way of reading.	
		tes)	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.	
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.75.	
Enjo	y Comr			/ the expressions and organize the information about the best men	nories at elementary school, and think
	-			what to talk about.	
		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
		Ex	Step 1	After watching the model video, listen to the audio while following the English text with your finger.	Knowledge Understand how to use [What's your best memory?, My best
	76	Expand (25 minutes)	Let's Chant Step 2	 "What's your best memory?" Check the words and phrases required for the activity in MPD. Organize the content you want to convey by filling in the 	memory is, We went to, It was, and the related words and phrases]. Skills Acquire the skills to talk about the
5	~ 77	nutes)		 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. 	best memories at elementary schools and express their thoughts and feelings using the target language. Step 2: Listening / ◆ Thought,
		Conc	lusion (5 Min.)	Fill in the "Things to be aware of in conversations" on p.77.	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
Enio	. Comr		tion (6th) ATalk ab		best memories of elementary school life.
		1	suction (10 min.)	(Song) / Greetings / Read (6) of SL (p.81). / Confirm Goals	Your Goal: Speaking (Interaction)
			Let's Chant	Get used to the important expressions using "What's your best memory?"	In order to convey oneself and get to know the other person well, they can share their
0	76	Expand (30 minutes)	Your Goal	- After watching the model video, share their memories of elementary school life.	thoughts and feelings about their best memories of elementary school life using
6	~ 77	minutes)		Take time for some instructions in the middle and repeat the activity.Fill out the "Activity Review" form and write about the conversation.	simple words and basic expressions. Your Goal: Speaking / ★ Attitude Trying to [Above].
		Conc	lusion (5 Min.)	Check "Reflection" on p.77 and the CAN-DO tree (MPD pp.42-	
Over	the Ho	rizon (43). ning the video and the audio, think about school life and the events at ing the understanding of the cultures around the world.	l t elementary schools around the world,
7	78 ~	Introc	duction (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
	I	I		,	

	79	Expand (Cultural Exploration	Watch a video about an elementary school event in the UK and think about the differences between it and their own school. Fukabori!: Think about events in Japan that you would	evaluate it to keep a record. See [*1]	
		(25		recommend to foreign elementary school students.		
		Conc	lusion (5 Min.)	Review what you learned at this time.		
Over	the Ho	rizon	, , e	ideo and the audio, think about the children in foreign countries and	the features of the countries. Read a	
	story referring		story referring	to the audio and the illustrations.		
		Introduction (10 min.)		Greetings / Songs / Read (8) of SL (p.81). / Confirm Goals	At this time, we will provide guidance	
8	78	Expand (30	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.	toward the goal, but we will not evaluate it to keep a record.	
0	~ 79	(30	Story Exploration	Listen to Malala Yousafzai's life and quotes while looking at her paintings and read them aloud.	See [*1]	
		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").						

	Unit 9 Mr. Fratrice Mr. Dreath	Textbook page	pp.82-91		
Unit Name	Unit 8 My Future, My Dreth	Time	8 hours		
	You can listen and tell them what you want to do in the future in order to	Period of study	February~March		
Unit Objectives	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	Related Other	Moral education		
	dreams for the future.	Subjects			
[Club activities you want to join] What club do you want to join? / I want to join Main expressions [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! I'm good at / Good luck!					
Main vocabulary	Club activities / occupation / behavior / impressions / scene situation, etc.	Classroom / Gradu	ation / 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

41		SL=Sounds and Letters / MPD=My Picture Dictionary Main Activities Evaluation to keep in record												
time	page			Main Activities	Evaluation to keep in record									
Start	ing Ou	t (1st) ⁻	☆Understand the out	line of the interaction about what they want to do in junior high sch	ool and their future dream.									
		Introd	duction (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.	At this time, we will provide guidance toward the goal, but we will no evaluate it to keep a record.									
1	82 ~ 83	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. 	If you find an "attitude to take the initiative ir learning" point regarding "listening" while observing the class, it could be recorded as an evaluation.									
		inutes)	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. 										
		Conc	lusion (5 Min.)	Review what you learned at this time.										
Start	ing Ou	t (2nd)	☆Become used to th	he expressions used in the interaction and check the goal activity.										
		Introd	duction (10 min.)	(Song) / Greetings / Read (10) of SL (p.90). / Confirm Goals	At this time, we will provide guidan									
		Expand	Expand	Expand	Expand	Expand	Expand		-	Е	п	Let's Chant	"I want to be a star!"	toward the goal, but we will no
	82							Listen and Think	Watch the anime and use the important expressions you hear to communicate with the instructor and the children.	evaluate it to keep a record.				
2	~ 83	Expand (30 minutes	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.	See [*1]									
		utes)	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.										
		Conc	lusion (5 Min.)	Review what you learned at this time.										
Your	Turn (3	srd)☆1	Talk with friends abou	t the clubs they want to join and their future dreams.	1									
		Introd	duction (10 min.)	(song) / Greetings / Read (11) of SL (p.90). / Confirm Goals	Let's Listen 1 · Let's Try: Listening									
_	84		Let's Watch	Check how to ask and answer questions about the club activities you want to join and your dreams for the future.	 Knowledge and Skills Knowledge Understand how to use 'What 									
3	~ 85	Expand (30	Let's Listen 1	Listen to the conversation and ask about the club activities you want to join and your dreams for the future.	club do you want to join?, I want to join What do you want to be?, I want to be									
			Let's Chant	"I want to be a star!"	and the related words and phrases.									

			T		Skills Acquire the skills to grasp the outline			
			Let's Try	Ask each other in pairs about the club activities they want to join	of junior high school life by listening to the			
			Loto Hy	and their dreams for the future.	exchanges about what they want to do in			
		Conc	lusion (5 Min.)	Review what you learned at this time.	junior high school and their dreams for the			
		00110			future.			
Your	Turn (4	lth) ☆Re	ead an article about	the clubs they want to join and their future dreams and write about	it using examples as references.			
		Introc	duction (15 min.)	(Song) / Greetings / Read (12) of SL (p.90). / Small Talk "What	At this time, we will provide guidance			
			, , , , , , , , , , , , , , , , , , ,	club do you want to join?" / Confirmation of goals	toward the goal, but we will not			
			Let's Chant	"I want to be a star!"	evaluate it to keep a record.			
		_	Let's Read	- Use photos and other hints to read notes written in familiar				
		Expa		sentences.	See [*1]			
4	84	Ind (- Read the notes aloud in pairs.				
4	~ 85	Expand (25 minutes)	Let's Listen 2	Listen to the audio of the presentation and compare it with their own reading.				
		utes	Let's Read and	Work on p.84's Let's Read and Write. Listen to the audio of the				
			Write	example sentences, read them, and write their dreams for the				
				future.				
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.85.				
Enjoy	y Comr	nunica	ation (5th) ☆Revie	w the expressions and organize the information about the clubs the	ey want to join and their future dreams			
				hink about what to talk about.				
		Introc	duction (15 min.)	(Song) / Greetings / Read (13) of SL (p.91). / Small Talk "What	Step 2: Speaking (Interaction) /			
			Stop 1	do you want to be?" / Confirm your goals	Knowledge and Skills Knowledge Understand how to use [What			
	86 ~ 87	E				Step 1	After watching the model video, listen to the audio while following the English text with your finger.	club do you want to join?, I want to join
			Let's Chant	"I want to be a star!"	What do you want to be? I want to be			
		pan			and the related words and the phrases			
		Expand (25 minutes)	(25 min	Step 2	Check the words and phrases required for the activity in MPD.	Skills Acquire the skills to communicate		
				min	Organize the content they want to convey while filling in the	their thoughts and feelings about what they		
5				blanks and making "future cards".	want to do in junior high school life and their			
5		~ 87				• Tell each other in pairs about the club activities you want to join	dreams for the future using 【the target	
	01		content and attitude.	and the profession you want to become, and improve the	language.]			
		Conclusion (5 Min.)		Fill in the "Things to be aware of in conversations" on p.87.	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.			
Enjo	y Comn	nunica	ation (6th) ☆Talk al	bout their future dreams to get to support friends' dreams.				
		Introd	duction (10 min.)	(Song) / Greetings / Read (14) of SL (p.91). / Confirm Goals	Your Goal: Speaking (Interaction)			
		_	Let's Chant	Get used to the important expressions using "I want to be a star!"	In order to support each other's dreams,			
		Expand (30 minutes)	Your Goal	After watching the model video, tell each other what you want	they can communicate their thoughts and			
	86	and (to do in the future.	feelings about what they want to do in junior			
6	~	(30 r		- Take time for some instructions in the middle and repeat the	high school and their dreams for the future			
	87	ninu		activity.	using simple phrases and basic			
		tes)		· Fill out the "Activity Review" form and write about the	expressions.			
				conversation.	Your Goal: Speaking / ★ Attitude Trying to [Above]			
		Conc	lusion (5 Min.)	Check "Reflection" on p.87 and CAN-DO Tree (MPD pp.42-43).				
Over	the H	orizon		vatching the video and the audio, think about the jobs that requing of the world that English enables to broaden.	ire English skills, thus deepening the			
		Introc	duction (15 min.)	Greetings / Songs / Read (15) of SL (p.91). / Small Talk "Do	At this time, we will provide guidance			
	88			you like English?" / Confirm your goals	toward the goal, but we will not			
7	~	m	Cultural	Watch videos of Japanese people working overseas and think	evaluate it to keep a record.			
	89	Expa	Exploration	about jobs that use English and diversity.				
1								

		Conc	lusion (5 Min.)	Fukabori!: Think about why you are learning a language other than your mother tongue. Review what you learned at this time.	See [*1]	
Over	the Ho		(8th) ☆Through the	video and the audio, think about the children in foreign countries ar g to the audio and the illustrations.	nd the features of the countries. Read a	
		Introd	luction (10 min.)	Greetings / Songs / Read (16) of SL (p.91)./ Confirm Goals	At this time, we will provide guidance	
	88	and (3	Expar	Explore the world	Watch videos of Turkish children speaking and learn about Turkey's geographical environment, sights, and specialties.	toward the goal, but we will not evaluate it to keep a record.
8	~ 89		Story Exploration	Listen to and read aloud the biography and quotes of Tetsu Nakamura while looking at the pictures.	See [*1]	
		Conc	lusion (5 Min.)	Check the "Reflection" section on p.89. We will also review the entire unit.		
When	conductin	g an end	-of-unit test, secure time	o for it by shortening the time spent on some of the activities during the 7th and	d 8th periods, such as Fukabori and Exploring	
the V	Vorld. The	e test incl	udes questions to evalu	ate Knowledge & Skills of listening, reading, and writing, and Thought, Judgen	nentment, Expression of listening. (for details,	
see t	the Works	heet Edi	tion or the (See "Instruc	tion Manual Content Library").		

	Check Your Steps 3 Graduation! Wh	at I want to	Textbook page	pp.92-93	
Unit Name	convey now	Time	2 hours		
	In order to convey your thoughts on graduation, you will be	e able to organize	Period of study	March	
Unit Objectives	your memories of elementary school life and your dreams for the future, and		Related Other	_	
	then present your thoughts and feelings.	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				
Mainwaaahulan	School events / Impressions / Club activities / Occupation	scene	Classroom prese	entations, message	
Main vocabulary	/ Movement, etc.		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 ③ 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

ti m e	pa ge			Main Activities	Evaluation to be recorded
		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 Small Talk	 Before the start of class, play Let's Sing of Unit 7~8 to create an atmosphere. Ask about mood, date, day of the week, weather, etc. 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. 	
1	92 ~ 93	Expa	Your Goal HOP	 Watch the video and check the goals and goal activities of the unit. Check the necessary expressions and vocabulary. Share the rubric with everyone as needed. Listen to the audio of Nanami's presentation and write what they understand. 	STEP: Speaking (Presentation) / •Knowledge and Skills Knowledge Understand how to use [the expressions and the related words and phrases that convey events, impressions,
		Expand (30 minutes)	STEP	 Check what they have learned in pairs or as a whole. 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. 	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.
		Conclusion (5 Min.)		Review what you learned at this time.	
		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 Small Talk	 Before the start of class, play Let's Sing of Unit 7~8 to create an atmosphere. Ask about mood, date, day of the week, weather, etc. Perform the same activities as in the first session, or sing Let's Chant from 	
2	92 ~ 93	Expand (30 minutes)	etc Your Goal JUMP	 Unit 7~8 together to get used to it. Share with the class what was good about the previous lesson and what you can improve. Watch 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. 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 	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
		Cond Min.)	clusion (10	 conducted. 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. 	Trying to [Above].