

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that

Term Two-	Term Three-	Term Four-	Term Five-	Dividend time	Title of Teaching Material	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria			
									listen	read	spea k [Spea r Take]	spea k [Anno uncem ent]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
				2	Let's Start Together (pp.6-9)	You will become familiar with words and phrases related to everyday items, food, and places in the town, and you will be able to search for expressions in English using pictures.	Alphabet Vocabulary: Food / Country / Building / Occupation / Vehicle, etc.	1~2	○	○					—	—	—
Se ame rly ste r 1	4			7 (8)	Lesson 1 Let's be friends. (pp.10-19)	To engage in self-reflection, you will have the opportunity to listen, communicate, and discuss specific information about your preferences and abilities. Furthermore, students can write sentences by referring to example sentences about self-reflection and transcribe the names of subjects by looking at examples. Get to know your friends Let's look back on the lesson < Skills > (1) I successfully articulated the names of the subject, sport, and birthday. (2) I adeptly conveyed my preferences and abilities through verbal expression and attentive listening. (3) I created a "This is me!" document and engaged in self-reflection. < Structure > (4) I acquired skills in active listening to better understand my friends and improved my communication to ensure they understood me. < Summary > From this activity, I learned effective communication skills, the importance of self-reflection, and how to engage in active listening. These are valuable tools I aim to utilize in my future learning endeavors.	Alphabet Vocabulary: Food / Country / Building / Occupation / Vehicle, etc. •Let's (be friends). •Where are you from? •I'm from (America). •I like (basketball). / I can (jump high). / I'm good at (cooking). •My birthday is (February 12th). •My favorite place is (the music room). •This is (our new friend, Michael). • She[He] is good at (home economics)/ She[He] can (play baseball well). / She[He] is kind. •Vocabulary: Sports / Subjects / Favorite things / What you can do / What you are good at / Month / Ordinal number (date) / Adjectives that describe personality	1	○					listen	< Knowledge> Learn expressions to share your interests, abilities, strengths, birthday, etc. (I like [favorite things]., I can [ability]., I'm good at [strengths]., My birthday is [month and day]., My favorite place is [place].), and phrases to introduce friends (This is [friend's name]., He/She can [ability]., He/She is good at [strengths].). Understand these expressions. <Skills> Acquire the ability to understand expressions that share your interests, abilities, strengths, birthday, etc. (I like [favorite things]., I can [ability]., I'm good at [strengths]., My birthday is [month and day]., My favorite place is [place].), and phrases to introduce friends (This is [friend's name]., He/She can [ability]., He/She is good at [strengths].). Develop the skill to listen to these expressions.	To better understand your friends and acquaintances, listen to simple phrases and basic expressions about their likes, abilities, strengths, birthdays, etc.	To better understand their friends and acquaintances, they listen to simple phrases and basic expressions about likes, abilities, strengths, and birthdays, applying what they've learned so far.
								2	○					read	< Knowledge> Learn birthday phrases and expressions to share your likes, abilities, and strengths (I like [favorite things]., I can [ability]., I'm good at [strengths].). Understand these expressions. <Skills> Acquire the skills to read and comprehend birthday phrases and expressions about your likes, abilities, and strengths (I like [favorite things]., I can [ability]., I'm good at [strengths].).	To get to know your friends better, read and comprehend simple phrases and basic expressions regarding their birthdays, likes, abilities, and strengths.	To get to know my friends better, I read and comprehend simple phrases and basic expressions about their birthdays, my likes, abilities, and strengths, using my observations from previous studies.
								3		○				spea k [Co mmu nicati on]	< Knowledge> Learn expressions that share your likes, abilities, strengths, birthday, etc. (I like [favorite things]., I can [do]., I'm good at [strengths]., My birthday is [month and day].), and phrases to introduce friends (This is [friend's name]., He/She can [do]., He/She is good at [strengths].). Understand these expressions. <Skills> Master expressions that convey your likes, abilities, strengths, birthday, etc. (I like [favorite things]., I can [do]., I'm good at [strengths]., My birthday is [month and day].), and phrases to introduce friends (This is [friend's name]., He/She can [do]., He/She is good at [strengths].). Acquire the skills to communicate these effectively.	To enhance mutual understanding and introduce friends, we use simple phrases and basic expressions to share our likes, abilities, strengths, birthdays, etc.	To enhance our mutual understanding and introduce friends, we communicate using simple phrases and basic expressions about our likes, abilities, strengths, and birthdays, incorporating insights from our studies.
								4		○		○	○	spea k [Anno uncem ent]	< Expressions that convey knowledge> Understand expressions related to your likes, abilities, strengths, birthdays, etc. (I like [favorite things]., I can [do]., I'm good at [what I'm good at]., My birthday is [month and day]). < skills> Master expressions about your likes, abilities, strengths, and your birthday, etc. (I like [favorite things]., I can [do]., I'm good at [strengths]., My birthday is [month and day]). Acquire the skills to present these aspects.	To discover more about yourself, express your likes, strengths, birthday, etc., using simple phrases and basic expressions.	To learn more about myself, I create presentations using simple phrases and basic expressions about my likes, abilities, strengths, and birthday, drawing on my observations from past studies.
								5						Differences in pronunciation between English and Katakana words including f and h / f and h sounds and spelling, listening, and speaking. Checking and transcribing words / Sentence stress / Lesson retrospective	Sounds and Letters Review	○	○

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that have not been learned

Two-term	Three-term	moon	Dividend	Title of Teaching Material	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria			
								listen	read	speaking [Speaking Take]	speaking [Announcement]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
Early Semester 1		5	7 (8)	Lesson 2 My town is wonderful. (pp.20-29)	<p>To suggest places in your town, you can listen to and talk about what makes these spots special and what you can do there. You can also write about these places by looking at example sentences, and note down words about nature and more from these examples.</p> <p>Tell your friends abroad about your town's story</p> <p>Let's look back on the lesson < Skills > (1) I learned to listen to and speak expressions about facilities, buildings, and nature. (2) I understood how to describe things in the town and what activities are available there. (3) I created a sheet to highlight the positive aspects of my town. < Structure > (4) Reflecting on my town's merits, I collaborated with friends to create a presentation that effectively communicated its positive aspects.</p> <p>< Summary > What insights did you gain from the activity? What stood out to you, and what do you plan to apply to your future learning?</p>	<p>•My town is (wonderful). •Welcome to (my town). •We have (a cake shop). •We can (enjoy fishing). •I want (a movie theater) in my town. •What is your favorite place? •My favorite place is (the music hall). •Why do you like it? •What's this mark?</p> <p>•Vocabulary: Location (Facility/Building) / Nature / What you can do</p>	1	○					listen	< Knowledge > Understand information about facilities, buildings, and natural features in the town, including what activities can be done there (We have [facility/building]., We can [what you can do]). < Skills > Develop listening skills to comprehend information about facilities, buildings, and natural features in the town and the activities available (We have [facility/building]., We can [what can be done]).	To understand their friends' thoughts and feelings, they listen to simple phrases and basic expressions about recommended places, things in town, and activities available there.	To understand my friends' thoughts and feelings, I listen to simple words and basic expressions, applying what I've learned from my studies about recommended places, things in town, and activities available there.
							2	○						read	< Knowledge > Gain understanding of the facilities, buildings, and natural expressions about things in the town and what actions can be performed (We have [Facilities / Buildings]., You can [what you can do]). < Skills > Enhance reading and comprehension skills regarding facilities, buildings, and natural features in the town and the activities they offer (We have [facility/building]., You can [what can be done]).	To grasp the thoughts and feelings of friends, they read and comprehend simple phrases and basic expressions about recommended spots, local attractions, and possible activities.
							3	○	○				speak [Communication]		< Knowledge > Understand the facilities, buildings, and natural expressions that inquire about attractions in the town, possible activities, and reasons for liking them (We have [facility/building]., We can [what can be done]., Why do you like it?). < Skills > Develop communication skills to discuss facilities, buildings, and natural features in the town, activities you can engage in, and reasons for liking them (We have [facility/building]., We can [what can be done]., Why do you like it?).	To learn about each other's thoughts and feelings, they use simple phrases and basic expressions to share information about recommended places, things to do in town, and available activities.
							Sounds and Letters	○	○					speak [Announcement]	< Knowledge > Grasp the information about facilities, buildings, and natural features in the town, along with the available activities (We have [facility/building]., You can [what can be done]). < Skills > Acquire the skills to present information on the town's facilities, buildings, and natural features, and what activities can be undertaken (We have [facility/building]., You can [what can be done]).	The group creates a sightseeing map of the town and presents it, using simple phrases and basic expressions to highlight recommended spots.
								Review	○	○			write		< Knowledge > Comprehend details about facilities, buildings, and natural aspects of the town and the activities that can be performed there (We have [facility/building]., You can [what can be done]). < Skills > Learn to transcribe information about the town's facilities, buildings, and natural features, including possible activities (We have [facility/building]., You can [what can be done]).	To design a sightseeing map and suggest places, the group picks and writes down familiar words and expressions to describe what's in their town and what activities can be done.
									6			Checking and transcribing words / Sentence stress / Lesson retrospective.			○	○

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that have not been learned

Two-term	Three-term	Term	Month	Dividend time	Title of Teaching Material	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria										
									listen	read	spea k [Spea r Take]	spea k [Anno uncement]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning							
Early semester	6	7 (8)	7	7	Lesson 3 Welcome to Japan. (pp.30-39)	<p>To appreciate Japan's positive attributes, students will learn to listen, communicate, and discuss specific aspects of Japanese culture. They will also practice writing sentences using examples that highlight Japan's admirable qualities and transcribe words describing flavors by examining these examples.</p> <p>Let's highlight the best of Japan!</p> <p>Let's look back on the lesson < Skills > (1) I mastered hearing and articulating expressions about Japanese events, food, and flavors. (2) I acquired the ability to express aspects of Japanese culture and to listen and communicate effectively. (3) I succeeded in creating posters and sharing aspects of Japanese culture that I admire. < Structure > (4) I aimed to design a poster that effectively showcases the merits of Japanese culture and endeavored to deliver a presentation that enhances this depiction. < Summary > Reflect on what the activity taught you, what observations you made, and what aspects you wish to incorporate into your future learning.</p>	<ul style="list-style-type: none"> •Welcome to Japan. •You can (enjoy <i>hanami</i>) (in April). •It's (fun). •Do you like (<i>hanami</i>)? — Yes, I do. (I can eat <i>bento</i>.) / No, I don't. •What do you like about Japan? •I like (cherry blossoms). <p>•Vocabulary: Japan culture / Events / Four seasons / Moon / Adjectives expressing taste (sweet / sour / bitter / salty)</p>	1	○					listen	<p>< Knowledge > Learn expressions related to events, foods, and their flavors, along with how to convey your impressions and preferences about Japan, including its cultural events (What do you like about Japan? I like [events and food]. You can [do something] in [the four seasons], etc.).</p> <p>< Skills > Master expressions regarding events, foods, and their flavors, convey impressions, and discuss your preferences about Japan's culture and events (What do you like about Japan? I like [events and food]. You can [do something] in [the four seasons], etc.), and develop listening skills.</p>	<p>To better understand their friends, they listen to simple phrases and basic expressions about recommended Japanese culture, events, and food.</p> <p>To grasp your friends' opinions, you can read and comprehend simple phrases and basic expressions covering recommended aspects of Japanese culture, events, seasons, and food.</p>	<p>To better understand their friends, they are listening to simple words and basic expressions related to recommended aspects of Japanese culture, events, and food, applying what they've learned so far.</p> <p>To comprehend my friends' perspectives, I read and grasp simple words, phrases, and basic expressions about recommended Japanese culture, events, seasons, and food, utilizing insights from my previous studies.</p>							
								2	○															
								3	○		○			read	<p>< Knowledge > Understand words and phrases about events, foods, and flavors, and expressions that introduce Japanese cultural events, as well as ways to share impressions (You can [do something] in [the Four Seasons], etc.).</p> <p>< Skills > Get to know words and phrases about events, food, and flavors, learn about Japanese cultural events, and express impressions (You can [do something] in [the Four Seasons]). Enhance your reading and comprehension skills.</p>	<p>To exchange thoughts with friends, they use simple phrases and basic expressions to discuss recommended aspects of Japanese culture, events, and food.</p>	<p>To exchange thoughts about Japanese culture, events, and food with friends, they communicate using simple phrases and basic expressions, incorporating knowledge gained from their studies.</p>							
								4		○		○	○											
													Sounds and Letters	Differences in pronunciation between English and Katakana with two phonemes of e / Spelling, listening, and speaking with the two sounds of e	○	○			○	speak [Anno uncement]	<p>< Knowledge > Familiarize yourself with words and phrases regarding events, foods, and flavors, expressions that introduce Japanese cultural events, and methods for sharing impressions (You can [do something] in [the Four Seasons], etc.).</p> <p>< Skills > Learn words and phrases concerning events, food, and flavors, expressions that highlight Japanese cultural events, and articulate impressions (You can [do something] in [the Four Seasons], etc.).</p>	<p>To share their own thoughts and feelings, they choose and write down phrases and expressions familiar to them about recommended Japanese culture, events, the four seasons, and food.</p>	<p>To share my thoughts and feelings, I leverage what I've learned about recommended Japanese culture, events, the four seasons, and food, choosing and writing down words and expressions I'm familiar with.</p>	
													Review	Reviewing and transcribing words / Emphasizing sentence stress / Reflecting on the lesson	○	○			○	write	<p>< Knowledge > Understand words and phrases about events, foods, and flavors, expressions introducing Japanese cultural events, and ways to express impressions (You can [do something] in [the Four Seasons], etc.).</p> <p>< Skills > Absorb words and phrases related to events, food, and flavors, expressions showcasing Japanese cultural events, and share impressions (You can [do something] in [the Four Seasons], etc.), mastering transcription skills.</p>	<p>To better understand their friends, they listen to simple phrases and basic expressions about recommended Japanese culture, events, and food.</p>	<p>To better understand their friends, they are listening to simple words and basic expressions related to recommended aspects of Japanese culture, events, and food, applying what they've learned so far.</p>	
												1	Let's Read and Act ① A Great Ideal (p.40)	By listening to English narration while observing accompanying visuals, you can comprehend the storyline's progression and the evolving emotions of the characters. Furthermore, you can actively engage by assuming the role of a character.	<ul style="list-style-type: none"> •Let's (go to the park). •You can [can't] (swim). •I have (a great idea). 									
													Let's Look at the World ① (p.41)	Reflecting on the Sustainable Development Goals (SDGs), I observed the incorporation of loanwords derived from English, as well as Japanese-origin words that have assimilated into English usage.										

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that have not been learned

Two- Term	Three- Term	moon	Dividend	Title of Teaching Material	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria				
								listen	read	speaking [Speaking Take]	speaking [Announcement]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning	
Early	2 semester	9	7	Lesson 4 My Summer Vacation (pp.42-51)	<p>To facilitate communication about their summer vacation experiences, individuals can listen to and share detailed information as well as general overviews of their activities and impressions. Furthermore, they can craft sentences based on provided examples to recount their summer vacation adventures.</p> <p>Let's capture and share your summer vacation memories through a picture diary.</p> <p>Let's look back on the lesson < Skills > (1) I successfully listened to and articulated expressions about the places I visited and the foods I enjoyed during the summer vacation. (2) I acquired the ability to describe my summer vacation activities and impressions, effectively listening and communicating my experiences. (3) With an understanding of English word order, I created a picture diary that detailed my summer vacation activities. < Structure > (4) I aimed to create a picture diary that was easily understandable, focusing on clear communication of its contents. < Summary > Reflect on what the activity taught you, your observations, and the aspects you wish to incorporate into your future learning.</p>	<p>•What did you do? •I (<u>went to a library</u>). •It was (<u>fun</u>).</p> <p>- Vocabulary: Past tense of verb (enjoyed / ate / saw / went to) / Adjectives (fun / delicious / big / exciting / great / cool) / Mon / Sun •Word order</p> <p>Differences in pronunciation between English and Katakana with two phonemes of i / Spelling, listening, and speaking with the two sounds of i</p> <p>Listening to words and phrases and transcribing initial sounds / Emphasizing sentence structure / Reflecting on the lesson</p>	1	○					listen	<p>< Knowledge> Learn past tense expressions for activities during summer vacation (I [enjoyed / ate / saw / went to] etc.) and how to express your impressions (It was etc.). < Skills> Master past tense expressions for describing summer vacation activities (I [enjoyed / ate / saw / went to] etc.) and expressing impressions (It was etc.), along with developing listening skills.</p>	To understand their friends better, they use simple phrases and basic expressions to ask about activities and thoughts during the summer vacation.	To better understand their friends, they listen to simple phrases and basic expressions, applying what they've learned so far about their summer vacation activities and impressions.	
							2	○	○			○	read	<p>< Knowledge> Understand past tense expressions for summer vacation activities (I [enjoyed / ate / saw / went to] etc.) and ways to convey impressions (It was etc.). < Skills> Acquire the ability to read and comprehend past tense descriptions of summer vacation activities (I [enjoyed / ate / saw / went to] etc.) and expressions of impressions (It was etc.).</p>	To get to know your friends, you read and grasp simple phrases and basic expressions covering your activities and thoughts over the summer vacation.	To get to know my friends, I read and grasp simple words and basic expressions relating to my summer vacation activities and insights gained from my studies.	
							3		○	○		○	speaking [Communication]	<p>< Knowledge> Expressions for asking and answering about summer vacation activities (What did you do?, I [enjoyed / ate / saw / went to] etc.) and how to express impressions (It was etc.). < Skills> Learn expressions for discussing summer vacation activities (What did you do?, I [enjoyed / ate / saw / went to] etc.) and expressing impressions (It was etc.), enhancing communication skills.</p>	To learn about each other, we share our summer vacation experiences and reflections using simple phrases and basic expressions.	To learn about each other, we make an effort to share our summer vacation experiences and observations from our studies using simple words and basic expressions.	
							4		○	○		○	speaking [Announcement]	—	—	—	—
							Sounds and Letters	○	○			○	write	<p>< Knowledge> Past tense verbs for summer vacation activities (I [enjoyed / ate / saw / went to] etc.) and expressing impressions (It was etc.), recognizing the differences in word order between Japanese and English. < Skills> Apply past tense expressions for recounting summer vacation experiences (I [enjoyed / ate / saw / went to] etc.) and sharing impressions (It was etc.), mindful of the word order variations between Japanese and English.</p>	To understand myself better, I select appropriate words and expressions from those I am sufficiently familiar with in the audio, focusing on the word order as I write them down.	To understand myself better, I leverage insights from my studies about my summer vacation activities and thoughts, transcribing them with a focus on word order and selecting appropriate words and expressions from those familiar to me in audio.	
						Review	○				○						

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that have not been learned

Two-Term	Three-Term	Term	Month	Dividend time	Title of Teaching Material	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria			
									listen	read	speak [Speak Take]	speak [Announcement]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
final	2	semester	10	7	Lesson 5 Dream World Tour (pp.52-65)	<p>Countries and Places on Your Dream World Tour Wishlist To suggest a destination, listen to detailed information and general overviews of the countries or regions you wish to visit, including possible activities there. Additionally, craft sentences using example sentences about the destinations on your dream tour wishlist.</p> <p>Embark on a Journey Through the World of Dreams</p> <p>Let's look back on the lesson < Skills > (1) I successfully listened to and pronounced the names of various countries and regions. (2) I learned, listened to, and was able to articulate my desired activities in the countries or regions I wished to visit, and how to express myself to share what I could do there. (3) With an understanding of English word order, I created a pamphlet and recommended countries and regions I'd like to include in my tour. < Structure > (4) I considered the benefits of the countries and regions I planned to visit on the tour and collaborated with friends to create a presentation that effectively highlighted these advantages. < Summary > Reflect on what you learned from this activity, your observations, and the aspects you wish to apply to your future learning.</p>	<ul style="list-style-type: none"> •Where do you want to go? •I want to go to (Brazil). You can (see the carnival). •Do you want to go to (Brazil)? •It's (exciting). <p>•Vocabulary: Country/region name / What you can do</p>	1	○					listen	<p>< Knowledge> Understand expressions to inquire about a desired country or region (Where do you want to go?) and to articulate your choice and its rationale (I want to go to ..., because I want to [activity/feature].).</p> <p><Skills> Learn to ask about a desired country or region (Where do you want to go?) and to express your choice and its rationale (I want to go to ..., because I want to [activity/feature].) and develop listening skills for such conversations.</p>	To learn about the country or region your friend wishes to visit, you encourage them to share using simple phrases and basic expressions about their reasons for wanting to go and what activities they're interested in there.	To understand the country or region my friends are interested in, I listen to simple words and basic expressions, applying what I've learned about why I want to visit and what I can do there.
								2	○					read	<p>< Knowledge> Familiarize yourself with words and phrases about your desired country or region, activities you can do there, and expressions that highlight its appeal (You can [activity]., It's [description].).</p> <p>< Skills> Gain the ability to read and comprehend words and phrases about your desired country or region, what you can do there, and expressions that highlight its appeal (You can [activity]., It's [description].).</p>	To understand the world tour envisioned by my friend, I read and grasp simple phrases and basic expressions about the countries and regions we plan to visit, exploring potential activities and discovering what's appealing there.	To grasp the concept of the world tour envisioned by my friend, I read and comprehend simple phrases and basic expressions regarding the countries and regions we plan to visit, exploring possible activities and attractions.
								3	○	○	○		○	speak [Communication]	<p>< Knowledge> Understand how to ask for and provide information about a desired country or region (Where do you want to go?) and how to explain your choice and reason (I want to go to ..., because I want to [activity/feature].).</p> <p><Skills> Develop communication skills to inquire about and share preferences for a desired country or region (Where do you want to go?) and to explain your choice and reason (I want to go to ..., because I want to [activity/feature].).</p>	To discover more about the country or region we aim to visit, we engage in discussions about our reasons for wanting to go and the activities we can do there, employing simple phrases and basic expressions.	To learn about the country or region they wish to visit, they engage in conversations using simple phrases and basic expressions to share their reasons for wanting to go and potential activities, drawing on insights from their studies.
								4		○		○	○	speak [Announcement]	<p>< Knowledge> Get to know words and phrases about your chosen country or region, possible activities there, and expressions that describe its benefits (You can [activity]., It's [description].).</p> <p>< Skills> Master presenting information about your chosen country or region, activities available, and its attractive qualities (You can [activity]., It's [description].).</p>	To showcase the world tour our group has designed, we utilize simple phrases and basic expressions to outline the activities we can undertake and what we recommend in the countries and regions included in our tour.	To present the world tour our group has designed, I'm preparing a presentation with simple phrases and basic expressions about activities and recommendations for the countries and regions on our tour, incorporating observations from my studies.
								Sounds and Letters	○	○			○	write	<p>< Knowledge> Acquaint yourself with words and phrases regarding a country or region of interest, what you can do there, and expressions that outline its advantages (You can [activity]., It's [description].).</p> <p>< Skills> Learn to transcribe information about a country or region of interest, activities you can engage in, and expressions that convey its advantages (You can [activity]., It's [description].).</p>	To present the highlights of our group's world tour, we choose and write down suitable words and expressions from those we're acquainted with in audio, focusing on our recommendations for the tour.	To introduce our group's world tour, I'm selecting and writing down appropriate words and expressions from those I'm familiar with in audio, integrating what I've learned about possible activities and personal recommendations.
								Review	○				○				
												4	Let's Read and Act ② The Letter (pp.66-69)	<p>By listening to English narration while viewing accompanying visuals, you can follow the storyline's progression and the evolving emotions of the characters. Additionally, you have the opportunity to immerse yourself in the role of a character.</p>	<p>Why? — (I wrote a letter).</p> <ul style="list-style-type: none"> •Can you (go to Toad's house)? •Let's (wait for a letter together). • Expressions used in letters 		

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that have not been learned

Two- Term	Three- Term	Term moon	Dividend time	Title of Teaching Material	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria			
								listen	read	spea k [Spea r Take]	spea k [Anno uncem ent]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
final	2	se	11	5	Lesson 6 My Best Memory (pp.70-77)	<p>To share memories of your elementary school life, you will learn to listen to, communicate, and discuss both specific details and general overviews of memorable school events. Additionally, you'll be able to craft sentences by referring to example sentences about elementary school memories and letters to those who supported you during that time.</p> <p>Let's make a "memory album" for the class</p> <p>Let's look back on the lesson < Skills > (1) I successfully listened to and pronounced the names of various school events. (2) I acquired the ability to articulate my memories of school events and effectively listened and communicated them. (3) With an awareness of English word order, I created a document that detailed my school event memories. < Structure > (4) I aimed to make the document easily understandable for readers and focused on improving the clarity of the presentation. < Summary > Reflect on what you learned from the activity, your observations, and the elements you wish to incorporate into your future learning.</p>	1	○					listen	<p><Knowledge> Understand phrases for different school events, how to ask and respond about memorable school events ("What's your best memory?", "My best memory is ..."), and how to express experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression].").</p> <p><Skills> Learn to use expressions to inquire and share about various school events and memorable experiences ("What's your best memory?", "My best memory is ..."), and how to articulate experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression]."). Develop listening skills in this context.</p>	To learn about friends' memorable school events, we listen to simple phrases and basic expressions covering the school event, experiences, and impressions.	To learn about the school events my friends find memorable, I listen to simple words and basic expressions, drawing on what I've learned from my studies about the event, my experiences, and my impressions.
							2	○	○	○		read	<p><Knowledge> Grasp words and phrases related to different school events, and expressions for sharing memories of these events ("My best memory is ..."), as well as how to describe experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression].").</p> <p><Skills> Gain the ability to read and understand words and phrases associated with various school events, expressions for recounting memories ("My best memory is ..."), and how to detail experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression].").</p>	To understand a friend's memorable school event, read and grasp simple words and basic expressions about the school event, experience, and impressions.	To understand memorable school events for my friends, I read and comprehend simple words and basic expressions, leveraging insights from my studies about the event, my experiences, and my impressions.	
							3	○	○	○	○	spea k [Co mmu nicat ion]	<p><Knowledge> Familiarize yourself with phrases for various school events and how to ask about and recount memorable events ("What's your best memory?", "My best memory is ..."), including expressions to share experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression].").</p> <p><Skills> Master expressions to discuss various school events and memorable experiences ("What's your best memory?", "My best memory is ..."), and to convey experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression]."). Enhance communication skills among peers.</p>	To discover memorable school events experienced by each other, we engage in conversations using simple phrases and basic expressions about the school events, experiences, and impressions.	To discover memorable school events we've each experienced, we communicate using simple phrases and basic expressions about the events, our experiences, and impressions, incorporating what we've observed in our studies.	
							Review	○	○			write	<p><Knowledge> Acquire knowledge of words and phrases for different school events and expressions to share memories ("My best memory is ..."), as well as ways to express experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression].").</p> <p><Skills> Develop presentation skills using words and phrases related to school events, expressions for sharing memories ("My best memory is ..."), and detailing experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression].").</p>	To share memorable school events with others, they present their experiences and impressions of the school events using simple phrases and basic expressions.	To share memorable school events with others, I'm preparing presentations using simple phrases and basic expressions about the events, my experiences, and impressions, applying what I've noticed from my studies.	
						Understanding word order (subject + verb + object) / Enhancing sentence structure / Reflecting on the lesson	Review	○	○			write	<p><Knowledge> Learn words and phrases for various school events, expressions for conveying memories ("My best memory is ..."), and methods to share experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression].").</p> <p><Skills> Acquire transcription skills with words and phrases associated with school events, expressions for memories ("My best memory is ..."), and ways to describe experiences and impressions ("I [enjoyed / ate / saw / went to] ... It was [impression].").</p>	To communicate their own memorable school events, they choose and write down appropriate words and expressions from those familiar to them about the school events, experiences, and impressions.	To inform others about memorable school events, I utilize what I've learned from my studies about the events, experiences, and impressions, choosing and writing down suitable words and expressions from those I'm acquainted with in audio.	

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that have not been learned

Term - Two	Term - Three	Term - Four	Dividend	Title of Teaching Material	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria				
								listen	read	spea k [Spea r Take]	spea k [Anno uncement]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning	
final	2nd semester	12	7	Lesson 7 What do you want to be? (pp.78-87)	<p>To bring your future dreams to life, you'll learn to absorb both specific details and general overviews about the profession you aspire to and your motivations for choosing it. Moreover, you'll have the ability to compose sentences using example sentences related to your future ambitions.</p> <p>Let's share our dreams for the future.</p> <p>Let's look back on the lesson < Skills > (1) I successfully listened to and articulated various occupational names. (2) I learned to understand, listen, and articulate how to express my aspirations for a future profession. (3) With an understanding of English word order, I created a "balloon sheet" to present my future dreams. < Structure > (4) I engaged with the presentations, responding to my friends' dreams, and shared my own aspirations through my presentation. < Summary > Reflect on what you learned from this activity, what stood out to you, and what aspects you would like to incorporate into your future learning.</p>	<p>•What do you want to be? •I want to be a (scientist). Why? — (I like science classes). • Perfect job for you! / Fantastic! / Nice dream! / Go for it! / Good luck! •It's my dream.</p> <p>- Vocabulary: Occupation / Occupation-related expressions</p> <p>Distinguishing between English and Katakana pronunciation, including 'th' and 's' sounds / Practicing the sounds of 'th' and 's', along with spelling, listening, and speaking</p> <p>Understanding word order (subject + be verb + complement (adjective)) / Enhancing sentence structure / Reflecting on the lesson</p>	1	○					listen	<Knowledge> Grasp words and phrases related to various professions, learn how to ask and respond about future aspirations ("What do you want to be?", "I want to be [occupation].", "I like ...", "I want to [desired action]."), and understand expressions that support friends' dreams. <Skills> Develop the ability to listen to terms from various professions, engage in conversations about future ambitions ("What do you want to be?", "I want to be [occupation].", "I like ...", "I want to [desired action]."), and use expressions that encourage friends' dreams.	To understand their friends' future aspirations, they listen to simple phrases and basic expressions about the desired profession and its reasons. To learn about your friend's future dreams, you can read and comprehend simple phrases and basic expressions regarding the profession they aspire to and their motivations.	To understand my friends' future aspirations, I listen to simple words and basic expressions about the professions they aim to pursue and their reasons, applying insights from my studies so far.	
							2	○						read	<Knowledge> Understand vocabulary associated with various professions and expressions that articulate future goals and their motivations ("I want to be [occupation].", "I like ...", "I want to [desired action]."). <Skills> Learn to read and comprehend vocabulary for different occupations and expressions detailing future objectives and their reasons ("I want to be [occupation].", "I like ...", "I want to [desired action].").	To discover each other's future dreams, they discuss the profession they wish to pursue and their reasons using simple phrases and basic expressions.	To understand my friends' future aspirations, I listen to simple words and basic expressions about the professions they aim to pursue and their reasons, applying insights from my studies so far.
							3		○	○		○	spea k [Co mmu nicat ion]		<Knowledge> Familiarize yourself with terminology for different professions and how to discuss future goals ("What do you want to be?", "I want to be [occupation].", "I like ...", "I want to [desired action]."), including expressions to support friends' ambitions. <Skills> Gain the skills to verbally share information about various professions, articulate personal future dreams ("What do you want to be?", "I want to be [occupation].", "I like ...", "I want to [desired action]."), and expressions to back friends' aspirations.	To share their dreams for the future, they use simple phrases and basic expressions to describe the profession they aim to work in and why.	To discover our collective future ambitions, we communicate using simple words and basic expressions about the professions we wish to enter and our reasons, incorporating knowledge gained from our studies.
							4		○		○	○			spea k [Anno uncement]	<Knowledge> Acquire knowledge of phrases for numerous professions and ways to express future aims and motivations ("I want to be [occupation].", "I like ...", "I want to [desired action]."). <Skills> Master presenting on various occupations and expressions that convey future aspirations and their justifications ("I want to be [occupation].", "I like ...", "I want to [desired action].").	To express their future ambitions, they choose and write down suitable words and expressions from those they are familiar with in speech, focusing on the profession they desire and their reasons.
							Review		○	○			○	write		<Knowledge> Learn terms related to various professions and how to voice future aspirations and their reasons ("I want to be [occupation].", "I like ...", "I want to [desired action]."). <Skills> Obtain the ability to transcribe terms for different occupations and expressions that outline future ambitions and motivations ("I want to be [occupation].", "I like ...", "I want to [desired action].").	To understand their friends' future aspirations, they listen to simple phrases and basic expressions about the desired profession and its reasons.

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that have not been learned

Final Term Two-	3 seme ster	7 → 12	Dividend time	Title of Teaching Material	Unit Goal/Children's Goal/ "Let's look back on the lesson" Things to check	Contents, examples of expressions, and vocabulary (Underlined is new*)	Part	Central area					Evaluation Criteria			
								listen	read	spea k [Spea r Take]	spea k [Annou ncement]	write	area	Knowledge & Skills	Thinking, Judgment, and Expression	Attitude to proactive learning
final	3 seme ster	7 → 12		Lesson 8 Junior High School Life (pp.88-97)	<p>To discover what they aim to do in junior high school, they listen to detailed information and general overviews about the club activities they wish to join and the school events they're excited to participate in. Moreover, you can craft sentences using example sentences about your aspirations for junior high school.</p> <p>Let's share our junior high school aspirations.</p> <p>Let's look back on the lesson < Skills > (1) I successfully listened to and articulated the names of junior high school clubs and events. (2) I learned to express my interest in participating in specific club activities and attending school events in junior high school. (3) Understanding English word order, I created a document to share my anticipations for junior high school life. < Structure > (4) Reflecting on my aspirations for junior high school, I aimed to enhance my presentation to better communicate these interests. < Summary > Reflect on what this activity taught you, your observations, and the elements you wish to incorporate into your future learning.</p>	<ul style="list-style-type: none"> •What club do you want to join? •I want to join (the kendo club). •What event do you want to enjoy? •I want to enjoy (the culture festival). •I want to study (Japanese). •I like (running). •I can (run fast). 	1	○					listen	<Knowledge> Learn words and phrases that describe junior high school club activities and events, along with expressions to inquire or share about junior high school experiences (What [club/event] do you want to [join/enjoy]?, I want to [join/enjoy] [club activities/events], etc.). <Skills> Develop the ability to listen to descriptions of junior high school club activities and events, and use expressions to ask and respond about junior high school life (What [club/event] do you want to [join/enjoy]?, I want to [join/enjoy] [club activities/events], etc.).	To better understand my friends, I listen to simple phrases and basic expressions about the club activities they're interested in and the school events they're looking forward to in junior high school.	To deepen my understanding of my friends, I listen to simple phrases and basic expressions about the club activities they're interested in and the school events they're excited about in junior high, applying what I've gleaned from my studies thus far.
						2	○	○			○	read				
						3		○	○		○		spea k [Com muni cation]	<Knowledge> Grasp the language related to junior high school clubs and events, and how to ask and answer questions about life in junior high (What [club/event] do you want to [join/enjoy]?, I want to [join/enjoy], etc.). <Skills> Gain the capability to articulate junior high school club activities and events, and to use expressions for discussions about junior high school (e.g., What [club/event] do you want to [join/enjoy]?, I want to [join/enjoy] [club activities and events]).	To discover each other's interests in junior high school, we communicate using simple phrases and basic expressions about the club activities we aim to participate in and the school events we're eager to enjoy.	To learn about each other's experiences in junior high, we share about the club activities we hope to join and the school events we look forward to enjoying, using simple phrases and basic expressions and incorporating what we've learned from our studies.
						4				○	○	spea k [Annou ncement]				
Review		○	○		○	write	<Knowledge> Familiarize yourself with language that paints a picture of junior high school club activities and events, and expressions that express desires for junior high school involvement and reasons (I want to [join/enjoy], [club activities/events], etc.). <Skills> Acquire the proficiency to transcribe detailed descriptions of junior high school clubs and events, and expressions explaining your interests and reasons for engaging in these activities (I want to [join/enjoy] [club activities/events], etc.).	To outline their junior high school ambitions, they choose and write down suitable words and expressions they're familiar with from audio material, focusing on the club activities they desire to participate in and the school events they look forward to enjoying.	To articulate their junior high aspirations, they're transcribing the club activities they aim to join and the school events they're excited to participate in, applying what they've learned so far and choosing phrases and expressions they're acquainted with from audio materials.							
1	Let's Look at the World ② (p.98)	Based on the SDGs, I realized that people around the world are working together for the sake of animals.	Endangered animals		○									—	—	—
—	—	—	—	Words in English you don't know When We Meet (p.99)	If you don't know what to say in English, you can learn how to ask your teacher, My Word Bank, and how to look it up using a Japanese-English dictionary.											
—	—	—	—	My Word Bank (pp.100-105)	Words and expressions that are useful for self-expression activities	Expressions used for self-reflection / Things in the town / Countries of the world / Future dreams / Elementary and junior high school life										
—	—	—	—	Let's Enjoy the Music Smile (p.106)	Appreciate the song and receive the message of the song	English audio										

* "Shinde" is "Let's Try! (1) and (2)" indicate expressions that have not been learned.

—	Food Festival Jingle, City Jingle (p.107)	Verbal habituation of words containing typical phonemes for the 26 letters of the alphabet	Vocabulary: Food / Country / Building / Occupation / Vehicle, etc.
—	Romanization Table(p.108)	Check the Hepburn Romanization	
Total 62 (70) hours			

●Endnotes: Alphabet Table: Rules for Writing English

* The number of hours of payout and the total number of hours is the number of selected hours. The number of hours indicated by parentheses is the standard time.