

九州文化学園小中学校 中学校 英語 カリキュラム表

week	April			May				June				July				September				October				November				December				January			February			March			classes		
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	1	2	3	1	2	3			
G7 Advanced	<p>読解力リエンション</p> <p>Unit 0 / Unit 1</p> <p>★学校、生活、自己紹介</p> <p>★動詞(s, am, are), 一般動詞 (1・2・3A格)</p> <p>★音節度への振り分けナスト</p>			<p>TERM GOAL: Grammar advancement</p> <p>MAIN TEXT: Textbook Lesson 2</p> <p>1. higher-order self-instructions using prompts as take-off points</p> <p>2. advance sight word reading and meaning check (to be divided into weekly vocabulary and spelling quizzes)</p> <p>3. Identifying the main idea and supporting details in self-introductions</p> <p>4. Using the main idea-supporting detail pattern to explain their interests in detail</p> <p>4. Expressing one's characteristics by using can/cannot</p> <p>Interview Test #1</p>				<p>MAIN TEXT: Textbook Lesson 3</p> <p>1. Identifying questions to facilitate communication</p> <p>2. Identifying the characteristics of reported speech</p> <p>3. Using reported speech to relay information about one's dramatic</p> <p>4. Using reported speech to talk about one's role model</p> <p>WEEKLY EIGHT WORDS VOCABULARY DRILLS</p> <p>TERM TEST</p>				<p>TERM GOAL: Be able to write a narrative text</p> <p>MAIN TEXT: Textbook Lesson 4</p> <p>1. Identifying and understanding common subject-verb agreement rules</p> <p>2. Identifying and correcting SVX errors</p> <p>3. Identifying and using simple past and present tenses to express action more correctly</p> <p>4. Differentiating between simple present and present continuous</p> <p>WEEKLY EIGHT WORDS VOCABULARY</p> <p>TERM TEST</p>				<p>MAIN TEXT: Textbook Lesson 5 and 6</p> <p>1. Identifying and understanding common subject-verb agreement rules</p> <p>2. Identifying and correcting SVX errors</p> <p>3. Identifying and using simple past and present tenses to express action more correctly</p> <p>4. Differentiating between simple present and present continuous</p> <p>WEEKLY EIGHT WORDS VOCABULARY</p> <p>TERM TEST</p>				<p>MAIN TEXT: Textbook Lesson 7 and 8</p> <p>1. Identifying and understanding the simple future tense</p> <p>2. Identifying the elements of a narrative text</p> <p>3. Understanding an expository text</p> <p>4. Identifying the parts of an expository text</p> <p>5. Writing an expository text</p> <p>WEEKLY EIGHT WORDS VOCABULARY</p> <p>*Interview Test #2</p>				<p>MAIN TEXT: Textbook story: Alice and Humpty Dumpty</p> <p>1. Reading and understanding a narrative text</p> <p>2. Identifying the elements of a narrative text</p> <p>3. Writing a short narrative text</p> <p>4. Creating a story book</p> <p>WEEKLY EIGHT WORDS VOCABULARY</p> <p>*Interview Test #3</p>				<p>TERM GOAL: Be able to write a research-based informative text</p> <p>1. Differentiating between the use of was and were</p> <p>2. Using copula verbs in expressing inferences</p> <p>3. Differentiating between simple past and past continuous</p> <p>4. Using the past continuous to talk about recent activities</p> <p>WEEKLY EIGHT WORDS VOCABULARY</p> <p>*Interview Test #3</p>			<p>1. Reading and understanding a research-based informative text</p> <p>2. Learning and using simple in-text citation</p> <p>3. Learning how to cite sources (APA style)</p> <p>4. Brainstorming and conducting research on a chosen topic</p> <p>1. continuing, finishing and presenting the research project</p> <p>2. year-end review activities</p>												
G7 Regular	<p>○年間を通して実施： 【毎日】ノートに自学、音読 【单元ごと】单元ナスト 【特々】小ナスト(国、単元、出題範囲の広いナスト等)、英作文 ○Casec</p>			<p>Unit 2 Our New Teacher</p> <p>人称代名詞、指示代名詞、canの用法 (MA)自分以外の人や物についての紹介に、それについての印象や考えを付け足すことができる。</p> <p>○英検 #1</p>				<p>Unit 3 Our School</p> <p>疑問詞、名詞 / 命令文 (MA)疑問詞を用いてスムーズなやり取りの中で、自分の学校について英語で紹介することができる。</p> <p>○Casec #1</p>				<p>Unit 4 Friends in New Zealand</p> <p>疑問詞 + 名詞 / 命令文 (MA) ニュージーランドの生物についてリサーチする。</p> <p>○Casec #1</p>				<p>Unit 5 My Brother in Hawaii</p> <p>三人称単数現在の用法 (MA) 本文以外のハワイの風土や文化について学ぶ。</p> <p>Unit 6 A Rakuga Performer from the U.K.</p> <p>人称代名詞② (MA) 外国における日本文化 (特に落語) の歴史や経緯を学ぶ。 ○ 英検 #2</p>				<p>Unit 7 An Online Tour of the U.K.</p> <p>現在進行形 (過去進行形含む) (MA) 英語で書かれたPeter Rabbitの本に親しむ。</p>				<p>Unit 8 Think Glosly, Act Locally</p> <p>不定詞 (MA) 読者をテーマとした自分の行動について英語で話すことができる。</p>				<p>Unit 9 Winter Vacation</p> <p>過去形 (MA) 過去形を使った正確な英作文ができる。</p>				<p>Unit 10 This Year's Memories</p> <p>Whole Year Review (MA) 英語でプレゼンテーションを行う。</p> <p>○英検 #3</p>			<p>Let's Read "Gon, the Fox"</p> <p>長文理解 / 文法総復習 (MA) 長文の感想を英語で / 要約 / Q and A</p> <p>○Casec #2</p>			<p>●5領域の総復習(基礎基本)</p> <p>(MA) Regularと合同授業で文法の説明ができる。</p>					
G7 English	<p>SKILL GOAL: Be able to describe their feelings and surroundings in English</p> <p>SUPPORTING SKILLS</p> <p>1. Getting-to-know exercises in English</p> <p>2. Reviewing adjectives and opposites (Mystery Box>Show and Tell)</p> <p>3. Identifying different emotions</p> <p>4. Studying adjectives and opposites (Mystery Box>Show and Tell)</p> <p>PHONICS AND SPELLING</p> <p>COUNTRY FACTS</p>			<p>SKILL GOAL: Creating meaningful sentences for clear communication</p> <p>SUPPORTING SKILLS</p> <p>1. Studying and using nouns</p> <p>2. Distinguishing between nouns and adjectives</p> <p>3. Using nouns and adjectives to create sentences</p> <p>4. Borrowing something? Asking a teacher for help / Talking to the school official/teacher's room</p> <p>Key phrases: Hello, Hi ... from Gr... "May I come in?" "May I borrow?" "May I speak with?" "Could you help me, please?" "I have a question about" Presentation</p> <p>PHONICS AND SPELLING</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: Be able to ask direction in English</p> <p>SUPPORTING SKILLS</p> <p>1. Using nouns and adjectives in games and activities</p> <p>2. Asking Direction</p> <p>3. Asking for something? Asking a teacher for help / Talking to the school official/teacher's room</p> <p>Key phrases: Hello, Hi ... from Gr... "May I come in?" "May I borrow?" "May I speak with?" "Could you help me, please?" "I have a question about" Presentation</p> <p>PHONICS AND SPELLING</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: Be able to CREATE and UNDERSTAND a series of descriptive spoken and written texts</p> <p>SUPPORTING SKILLS</p> <p>1. Reviewing and mystery of nouns and adjectives</p> <p>2. Asking clarification questions to obtain information</p> <p>3. Storytelling about the experiences in summer holiday (simple past)</p> <p>PHONICS AND SPELLING</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: Be able to present in English based on a given topic</p> <p>SUPPORTING SKILLS</p> <p>1. Creating a show and tell presentation using a given format</p> <p>2. Practising principles in presentation</p> <p>PHONICS AND SPELLING</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: Note and report details from content-based texts</p> <p>SUPPORTING SKILLS</p> <p>1. History and culture of Christmas around the world</p> <p>2. Studying and singing an English Christmas song</p> <p>3. English Christmas activity Bland Content (Christmas Songs)</p> <p>4. Recycled materials</p> <p>PHONICS AND SPELLING</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: Create one's original content based on a concept learned</p> <p>SUPPORTING SKILLS</p> <p>1. Differentiating between and using prepositions.</p> <p>2. Learning and using demonstrative pronouns</p> <p>3. Creating a school tour project</p> <p>PHONICS AND SPELLING</p> <p>COUNTRY FACTS</p>			<p>SKILL GOAL: Be able to introduce new information using English</p> <p>SUPPORTING SKILLS</p> <p>1. Differentiating between and using prepositions.</p> <p>2. Learning and using demonstrative pronouns</p> <p>3. Creating a school tour project</p> <p>PHONICS AND SPELLING</p> <p>COUNTRY FACTS</p>																
English events	Ice breaking about Summer Festival			→preparation → → → → →				15th: Summer Festival				Ice breaking about Halloween and preparation → →				24th: Halloween Immersion day				Ice breaking about Christmas → →				Christmas				発表会準備			発表会			Immersion day									
Connection to G5 and G6	G5 Welcome Grammar 1 and 2 G5-2 Grammar 1			For Lesson 2: G5 Welcome Grammar 1				For Lesson 4: G5-1 Grammar 2 G5-2 Grammar 2 G6 Welcome Grammar 2 G5-3 Grammar 1 and 2				G6-4 Grammar 1				G5-6 Grammar 1 and 2G6-6 Grammar 1 and 2				G5-6 Grammar 1 and 2G6-6 Grammar 1 and 2				G5-6 Grammar 1 and 2G6-6 Grammar 1 and 2				G5-6 Grammar 1 and 2G6-6 Grammar 1 and 2				G5-6 Grammar 1 and 2G6-6 Grammar 1 and 2				G5-6 Grammar 1 and 2G6-6 Grammar 1 and 2				G5-6 Grammar 1 and 2G6-6 Grammar 1 and 2			
Mini Ryugaku	THE U.K. *1 hour by Ms. Emily/Mr. Rushton in an English class			CANADA *1 hour by Mr. Roberge in an English class				THE PHILIPPINES				USA*				Thailand				Indonesia				Taiwan				South Korea				Hawaii (USA)			Guam (USA)			MINI STUDY ABROAD REVIEW					
G8 Advanced	<p>Unit 0 My Spring Vacation</p> <p>動詞の過去</p> <p>Unit 1 What Can We Experience on a Trip?</p> <p>未来形 be going to/will SV00 SV0C (○)</p> <p>(MA)</p>			<p>TERM GOAL: Literary Appreciation and analysis</p> <p>MAIN TEXT: Textbook Lesson 2</p> <p>1. Reading and Understanding THE TALE OF PETER RABBIT</p> <p>2. Differentiating between simple past and past progressive tenses</p> <p>3. Using declarative content clause (I think that I believe that) to express opinion about a text read</p> <p>4. Viewing and reacting to different opinion videos/talk show clips</p> <p>5. Creating a mock talk show</p> <p>SET 2 SIGHT WORDS VOCABULARY OVERVIEW</p>				<p>MAIN TEXT: Textbook Lesson 6</p> <p>1. Using the if clause (conditionals) to predict actions and outcomes in a story</p> <p>2. Using the present perfect tense to express long term action</p> <p>3. Differentiating between the past tense and present perfect tense</p> <p>SIGHT WORDS VOCABULARY DRILL</p>				<p>TERM GOAL: Be able to explain context through Reading and Writing about a text</p> <p>MAIN TEXT: THE GODSEY by Homer</p> <p>1. noting the setting of a story using demonstratives</p> <p>2. Identifying the main idea and supporting details through the use of grounds</p> <p>3. chapter by chapter reading and analysis, including viewing and listening through videos and audio</p> <p>SIGHT WORDS VOCABULARY DRILL</p>				<p>MAIN TEXT: Textbook Lesson 4</p> <p>1. discussing basic sentence patterns (SVC, SVIO, STV00, STV00C, STV000)</p> <p>2. Using verb-object patterns to describe character interactions and reactions</p> <p>3. create sentences using sentence patterns</p> <p>4. chapter by chapter reading and analysis, including viewing and listening through videos and audio</p> <p>SIGHT WORDS VOCABULARY DRILL</p> <p>*Interview Test #2</p>				<p>MAIN TEXT: Textbook Lesson 5</p> <p>1. comparing and contrasting characters and other story elements using the degrees of comparison of adjectives</p> <p>2. analyzing a story using the monomyth pattern</p> <p>3. Using verb-object patterns to describe character interactions and reactions</p> <p>4. Reflecting about one's own monomyth or hero's journey</p> <p>SIGHT WORDS VOCABULARY DRILL</p> <p>*Interview Test #2</p>				<p>MAIN TEXT: Lesson 7</p> <p>1. Learning about Korigo in English</p> <p>2. Studying and differentiating between Japanese and English Rakuga performances</p> <p>3. Using the present perfect tense</p> <p>4. Introduction and development of the past perfect tense</p> <p>SIGHT WORDS VOCABULARY DRILL</p> <p>*Interview Test #3</p>				<p>MAIN TEXT: Kensaku's Kingdom</p> <p>1. Introduction to novel</p> <p>2. Analyzing and understanding the key elements of a novel</p> <p>3. Introduction to Kensaku's Kingdom</p> <p>4. chapter by chapter reading and analysis of Kensaku's Kingdom</p> <p>SIGHT WORDS VOCABULARY DRILL</p> <p>*Interview Test #3</p>			<p>MAIN TEXT: Kensaku's Kingdom</p> <p>1. predicting outcomes in analyzing a text</p> <p>2. analyzing cause and effect relationships in a story</p> <p>3. chapter by chapter reading and analysis of Kensaku's Kingdom</p> <p>4. Introduction and development of the past perfect tense</p> <p>SIGHT WORDS VOCABULARY DRILL</p> <p>*Interview Test #3</p>			<p>MAIN TEXT: Kensaku's Kingdom</p> <p>1. understanding and analyzing a reflection paper</p> <p>2. inferring the format of a reflection paper</p> <p>3. writing a reflection paper on a novel read</p> <p>SIGHT WORDS VOCABULARY TEST</p> <p>YEAR-END REVIEW</p>									
G8 Regular	<p>○年間を通して実施： 【毎日】ノートに自学、音読 【单元ごと】单元ナスト 【特々】小ナスト(国、単元、出題範囲の広いナスト等)、英作文 ○Casec</p>			<p>Unit 2 What is Local Food?</p> <p>接続詞 (when, if, because, that)</p> <p>(MA) ご当地グルメについて、その料理の情報やイチオシの理由について、自分の考えや意見などを加えて英語で紹介することができる。</p> <p>○英検 #1</p>				<p>Unit 3 What Kind of Job Are You Interested in?</p> <p>不定詞</p> <p>(MA) 将来像や夢などについて、10年後の自分へのメッセージを英語で表現することができる。</p>				<p>Let's Read 1 History of Clocks</p> <p>(MA) 時計が発展してきた歴史についての概要を捉え、英語で表現できる。</p> <p>Unit 4 What is Important in a Homestay?</p> <p>have to / don't have to / 助動詞 must / must not (MA) 英検からの子供に、日本の生活習慣やマナーを海外からの子供に伝えるべき行動について、事実や自分の考えを英語で表現できる。</p>				<p>Unit 5 What Design is Good for Everyone?</p> <p>疑問詞+to/主語+動詞+(人)+疑問詞+to/主語+to+動詞+形容詞+that (MA) だれもが暮らしやすい社会についてリサーチし、取り入れたユニバーサルデザインについて考え、事実や自分の考えを英語で表現できる。</p>				<p>Unit 6 How Can We Make a Good Presentation?</p> <p>比較 (MA) 身近なトピックについて調査結果のデータをもとに、事実や自分の考えを英語でプレゼンテーションする。</p> <p>Let's Read 2 A Glass of Milk (BA) 英語劇を上演したりできるように、物語の場面や登場人物の気持ちなどを捉えて心の変化を表現が英語で表現できる。</p>				<p>Unit 7 What Are World Heritage Sites and their problems?</p> <p>受け身 (MA) 自分で選んだ日本の世界遺産の特徴やそこで楽しめることについて英語で表現できる。</p> <p>○Casec 実施</p>				<p>Human Rights</p> <p>人権について考える</p> <p>Let's Read 3 Pictures and Our Beautiful Planet (MA) 人物の伝記の概要を捉え、そこからわかる環境問題について自分の考えを英語で表現できる。</p> <p>○英検 #3</p>				<p>●Extensive Reading</p> <p>ボリュームのある読み物に慣れさせる。</p> <p>●5領域の総復習(発展)</p>			<p>●Extensive Reading</p> <p>●5領域の総復習(発展)</p>			<p>●Extensive Reading</p> <p>●5領域の総復習(発展)</p>					
G8 English	<p>From RS, Listening will be consciously integrated into each unit's evaluation</p> <p>SKILL GOAL: Be able to order in food establishments in English</p> <p>SUPPORTING SKILLS</p> <p>1. Restaurant etiquette lesson and practice</p> <p>2. English pronunciation (連発ナスト)</p> <p>3. Restaurant ordering presentation</p> <p>4. Evaluation and review (including listening)</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY SET (to be introduced in place of phonics)</p>			<p>SKILL GOAL: Be able to order in food establishments in English</p> <p>SUPPORTING SKILLS</p> <p>1. Restaurant etiquette lesson and practice</p> <p>2. Practising for restaurant ordering/ordering items at the counter/ordering coffee at the cafe</p> <p>Getting the check/bill</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY</p>				<p>SKILL GOAL: Be able to do transactions in English</p> <p>SUPPORTING SKILLS</p> <p>1. Buying clothes (size, price, color)</p> <p>2. Asking for a discount</p> <p>3. Returning or exchanging an item</p> <p>Key phrases: "How much is this?" "Can I return this?" "Do you have this in a different size?"</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY</p>				<p>SKILL GOAL: Be able to do ask help in English</p> <p>SUPPORTING SKILLS</p> <p>1. Reporting a lost item / Going to a clinic or pharmacy</p> <p>Key phrases: "I need help." "I lost my..." "It hurts here."</p> <p>INTERVIEW TEST</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY</p>				<p>SKILL GOAL: Be able to talk about and share summer vacation experiences using simple English.</p> <p>SUPPORTING SKILLS</p> <p>1. Interview a partner about the summer vacation create a video</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY</p>				<p>SKILL GOAL: Be able to express / tell stories in English</p> <p>SUPPORTING SKILLS</p> <p>1. Japanese Urban Legends (group or individual) notation type</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY</p>				<p>SKILL GOAL: Be able to express to do simple research in English</p> <p>SUPPORTING SKILLS</p> <p>1. Christmas Treat Around the World Presentation</p> <p>2. Presenting historical people</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY</p>				<p>SKILL GOAL: Be able to present in sequencing</p> <p>SUPPORTING SKILLS</p> <p>1. The Task: Students explain a recipe (e.g. Hot Cocoa or Gingerbread or other treats from other countries)</p> <p>2. Presenting historical people</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY</p>				<p>SKILL GOAL: Be able to create and perform a skill about traveling abroad using appropriate English in real-life</p> <p>SUPPORTING SKILLS</p> <p>1. Understanding and using a bus timetable</p> <p>2. Viewing and understanding a bus timetable</p> <p>3. Viewing and using bus directions</p> <p>4. Listening to and understanding a bus direction audio</p> <p>5. Understanding and answering common airport immigration questions</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY</p>			<p>SKILL GOAL: answer airport immigration questions in English</p> <p>SUPPORTING SKILLS</p> <p>1. Understanding air travel and airport terms</p> <p>2. Viewing and understanding an airport immigration video</p> <p>3. Understanding and answering common airport immigration questions</p> <p>COUNTRY FACTS</p> <p>SPELLING AND VOCABULARY</p>								
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Mini Ryugaku	THE U.K. *1 hour by Ms. Emily/Mr. Rushton in an English class			CANADA *1 hour by Mr. Roberge in an English class				THE PHILIPPINES				USA*				Thailand				Indonesia				Taiwan				South Korea				Hawaii (USA)			Guam (USA)			MINI STUDY ABROAD REVIEW					
G9 Advanced	<p>Power of Music / Lesson 1 Stand by Me</p> <p>音楽が人に与える影響を考える 好きな音楽の紹介をする 現在完了進行形</p>			<p>TERM GOAL: Grammar Mastery</p> <p>MAIN TEXT: Advanced English workbook</p> <p>1. Review, identification, and use of different parts of speech: nouns pronouns verbs adjectives adverbs prepositions conjunctions interjections</p> <p>2. Spotting and correcting errors in the use of different parts of speech</p>				<p>MAIN TEXT: Textbook Lessons 2 and 4</p> <p>1. Identifying and using the verb forms and patterns of the present perfect continuous tense</p> <p>2. Differentiating between simple past, present perfect and present perfect continuous tenses</p> <p>3. mastering the past participle form of verbs</p> <p>4. differentiating between active and passive voice</p> <p>5. changing sentences between active and passive voices</p> <p>*Interview Test #1</p>				<p>MAIN TEXT: Textbook Lesson 3</p> <p>1. mastering and writing thoughts using conditionals</p> <p>2. identifying and using relative pronouns</p> <p>3. using relative clauses in expository writing and speaking</p> <p>4. Viewing and understanding an English movie</p> <p>5. writing an informal reaction paper based on a viewing text</p> <p>PAST PARTICIPLE VERBS DRILLS</p>				<p>MAIN TEXT: Textbook Lesson 6</p> <p>1. Reading and understanding an informative essay</p> <p>2. Identifying the parts of a formal essay</p> <p>3. SKILLS CLASS: building an informative essay step by step</p> <p>4. Writing their own informative essay</p> <p>HIGH LEVEL VOCABULARY DRILLS</p>				<p>MAIN TEXT: Textbook Lesson 6</p> <p>1. Reading and understanding a critical/opinion essay</p> <p>2. Differentiating between an informative and critical essay</p> <p>3. Writing critically</p> <p>4. Project: Mini essay book</p> <p>VOCABULARY DRILLS</p>				<p>MAIN TEXT: Textbook Lesson 5</p> <p>1. Viewing and understanding a debate context</p> <p>2. Deducing the format of a debate</p> <p>3. Practising on agreeing and disagreeing with issues using a thesis statement format</p> <p>4. Brainstorming on debate topics</p> <p>VOCABULARY DRILLS</p> <p>*Interview Test #2</p>				<p>MAIN TEXT: Textbook Lesson 5</p> <p>1. Viewing and understanding a debate context</p> <p>2. Deducing the format of a debate</p> <p>3. Practising on agreeing and disagreeing with issues using a thesis statement format</p> <p>4. Brainstorming on debate topics</p> <p>VOCABULARY DRILLS</p>				<p>MAIN TEXT: Hanika debate videos</p> <p>1. creating sound arguments through research</p> <p>PROJECT: debate context</p> <p>2. Decoding on the final debate topic</p> <p>3. data research and argument building</p> <p>4. FINAL DEBATE context</p> <p>VOCABULARY DRILLS</p> <p>*Interview Test #3</p>			<p>MAIN TEXT: Hanika debate videos</p> <p>1. understanding direct and indirect questions</p> <p>PROJECT: debate context</p> <p>2. Decoding on the final debate topic</p> <p>3. data research and argument building</p> <p>4. FINAL DEBATE context</p> <p>VOCABULARY DRILLS</p> <p>*Interview Test #3</p>			<p>1. Year-end review drills</p> <p>2. English class awards</p>					
G9 Regular	<p>○年間を通して実施： 【毎日】ノートに自学、音読 【单元ごと】单元ナスト 【特々】小ナスト(国、単元、出題範囲の広いナスト等)、英作文 ○Casec</p>			<p>Lesson 2 The Power of Music</p> <p>現在完了形 / 現在完了進行形 (MA) 音楽の力について論理的に考え英語で表現することができる。</p> <p>○英検 #1</p>				<p>Lesson 4 Bollywood Movies</p> <p>後置修飾 / Lesson 6の文法も先行学習 (MA) インド映画界のパワーを学ぶ</p>				<p>Lesson 3 The Cranes for Peace</p> <p>受動形 (MA) 平和について英語で考えを述べることができる。</p>				<p>Lesson 6 Being Fair</p> <p>関係代名詞 / 後置修飾 (MA) 「公平」について深く考え、英語でそれを表現することができる。</p> <p>○英検 #2</p>				<p>Lesson 7 Design for Change</p> <p>仮定法 (MA) 自分だけのNudgeTheoryを創造する。</p>				<p>Lesson 8 For Our Future</p> <p>関係代名詞 (MA) 自分の生き方について英語で述べるができる。</p> <p>○Casec 実施</p>				<p>Lesson 5 I Have a Dream</p> <p>★人権学習 関係代名詞 (MA) 人権について英語で発表することができる。</p> <p>Take Action/GET Plus / Further Reading / X-Reading</p> <p>●継続的な入試対策 (L, R, W, S)</p> <p>○英検 #3</p>				<p>★受験対策 継続的な入試対策 (L, R, W, S)</p> <p>X-Reading</p>			<p>★受験対策 継続的な入試対策 (L, R, W, S)</p> <p>X-Reading</p>								
G9 English	<p>SKILL GOAL: Be able to create and present a video introducing the school, highlighting important places and special activities for new students.</p> <p>SUPPORTING SKILLS</p> <p>1. Creating a video that will show different places around the school and highlight what makes HIG special: such as unique areas (Dining Hall / AL / Library/Elem and JH Bldg) and special activities like (the monthly Food Mini-Study/ Sado /IB / IT class for incoming grade 7 or new people at school)</p>			<p>SKILL GOAL: Be able to read, understand, and write a simple news article using the correct structure</p> <p>SUPPORTING SKILLS</p> <p>1. Reading and understanding news</p> <p>2. Studying the structure of news writing</p> <p>3. Practising news writing</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: writing and presenting information in English</p> <p>SUPPORTING SKILLS</p> <p>1. Creating a mock news show</p> <p>2. Study and rehearsal for the mock news program</p> <p>3. Presentations</p> <p>4. Evaluation and Reflection</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: reinforce students' skill in writing</p> <p>SUPPORTING SKILLS</p> <p>1. The Big Debate: Pose a low-stakes, humorous "after-summer debate" question (e.g. "Is summer break too long?") and have students use evidence-based reasoning to defend their side. How does One principle belong on pizza, or is it a culinary crime? Should summer break be three months long, or should we have shorter, more frequent breaks year-round? (Requires evidence-based reasoning regarding mental health and tourism)</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: boost confidence in speaking through a creative group performance</p> <p>SUPPORTING SKILLS</p> <p>1. Presentation on scary story around the world (slideshow)</p> <p>2. Social Issues using graph) and data interpretation</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: Be able to use English confidently to present ideas through creative performance and explain social issues using data and graphs.</p> <p>SUPPORTING SKILLS</p> <p>1. Presentation on scary story around the world (slideshow)</p> <p>2. Social Issues using graph) and data interpretation</p> <p>COUNTRY FACTS</p>				<p>SKILL GOAL: Be able to create and perform a humorous skit by writing an original script and using expressive English.</p> <p>SUPPORTING SKILLS</p> <p>1. Christmas Reality Show: "Keeping Up with the North Pole"</p> <p>2. Drama between elves</p> <p>3. Debate Round: Santa stressed about online shopping</p> <p>4. Speech Choir</p> <p>Prep: They must: Write a script / Add humor</p>				<p>SKILL GOAL: Be able to speak confidently in English in presentations and speeches.</p> <p>ENGLISH Recital Prep</p> <p>1. Year-end review activities</p> <p>2. English class awards</p>															
English events	Ice breaking about Summer Festival			→preparation → → → → →				15th: Summer Festival				Ice breaking about Halloween and preparation → →				24th: Halloween Immersion day				Ice breaking about Christmas → →				Christmas				発表会準備			発表会			Immersion day									
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