

教科・科目 担当者 評価割合（試験：試験外）	C1 Academic English 1 Hara Maria 試験：5 試験外：5
年間を通じて教科で培う力	鍛錬（知識・理解） 理知（論理） 探究・叡智（創造）
	Acquire the ability to understand not just grammar and its functions, but also use everyday English and slangs appropriate to the situation Acquire the ability to critically think and make decisions according to own's belief, correctly infer the meaning of a partner's speech Acquire the ability to understand and respect others' opinions while holding your own through projects and exposure to others' culture (Around The World)

月	回	単元（学習）目標	単元目的（到達状態）	学習内容	活動内容	評価方法・ポイント
4	7	Starter Unit: Welcome! To develop foundational English communication skills through the acquisition of classroom language, numbers, and personal introductions.	Students will demonstrate the ability to introduce themselves, comprehend and follow basic classroom instructions, and engage in simple question-and-answer exchanges utilizing essential vocabulary.	①Acquire basic classroom language, numbers, colors, and simple greetings. ②Use "be" verbs, subject pronouns, and imperatives to introduce oneself and interact in the classroom.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
5	7	Unit 1: What is your family like? To enable students to describe family relationships and personal characteristics.	Students will accurately use the verb "have" and possessive structures to discuss family members, physical features, and personality traits.	①Learn vocabulary related to family and personal descriptions. ②Use "have" and possessives to describe family relationships.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
6	11	Unit 2: What's your day like? To facilitate discussion of daily routines and leisure activities using appropriate grammatical structures.	Students will competently describe daily and weekly routines, incorporating the present simple tense and adverbs of frequency.	①Acquire vocabulary for daily routines and leisure activities. ②Apply the present simple tense and adverbs of frequency to describe schedules.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
7	8	Unit 3: How do we learn? To articulate abilities and describe school subjects and environments using targeted language structures.	Students will apply "can" for expressing ability, accurately employ object pronouns, and describe their school experiences.	①Expand vocabulary for school subjects and facilities. ②Use "can" for abilities and object pronouns in descriptions.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
9	9	Unit 4: What do you like to eat? To develop students' ability to discuss food preferences and dietary habits using accurate language forms.	Students will accurately distinguish between countable and uncountable nouns, use quantifiers such as "some" and "any" appropriately, and describe meals and favorite foods in both spoken and written formats..	①Differentiate between countable and uncountable nouns. ②Use quantifiers ("some," "any," "much," "many") to describe food preferences.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
10	12	Unit 5: What's your style? To enable students to describe personal and cultural styles of dress using appropriate tense forms and descriptive language..	Students will differentiate between the present simple and present continuous tenses when describing clothing and activities, and express opinions about fashion and personal style using relevant vocabulary.	①Learn vocabulary related to clothing and fashion. ②Distinguish between present simple and present continuous in descriptions.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
11	10	Unit 6: How can we be athletic? To promote students' ability to compare athletic abilities and sports activities using comparative and superlative language structures.	Students will construct comparative and superlative forms accurately and use them to make detailed comparisons regarding sports, physical activities, and athletic performance..	①Use comparative and superlative forms to describe sports and physical abilities. ②Acquire vocabulary for sports and athletic activities.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
12	9	Unit 7: Why are animals important? To foster the ability to describe animals and their significance by narrating past events using appropriate past tense forms.	Students will use the past simple tense of regular and irregular verbs accurately to recount facts and stories about animals, and will articulate the importance of animals in various contexts.	①Use the past simple tense to recount events involving animals. ②Discuss the significance of animals using descriptive vocabulary.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
1	5	Unit 8: What did you find? To develop students' narrative skills in recounting past discoveries and personal experiences.	Students will formulate and respond to wh-questions in the past simple tense and produce structured narratives that describe past findings and experiences.	①Form and respond to past simple wh-questions. ②Develop narrative skills to describe discoveries and past experiences.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
2	5	Unit 9: What makes a great vacation? To cultivate students' ability to express future plans and aspirations regarding vacations and leisure activities.	Students will employ future forms ("will," "be going to," and the present continuous for future arrangements) accurately to describe vacation plans, make predictions, and express intentions.	①Use "will," "be going to," and present continuous to express future plans. ②Learn vocabulary for vacations and outdoor activities.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities
3	3	Unit 10: How do we celebrate special days? To explore cultural celebrations and describe traditions using appropriate tenses and vocabulary.	Students will be able to describe traditional events and customs, using the past simple and present simple tenses accurately.	①Describe cultural festivals and traditions using the past simple tense. ②Compare and discuss different cultural practices.	・ Lecture ・ Group Work ・ Presentation ・ Conversation Listening, Reading Comprehension, and Writing Activities ・ English Vocabulary Input and	・ Quizzes ・ Assignment Submission ・ Reports ・ Presentations ・ Group Output Activities