

教科・科目		高2 英語 論理表現Ⅱ(アカデミッククラス)				
担当者		ナイフ ユソフ ・ イーサン				
評価割合 (試験：試験外)		試験：6 試験外：4				
年間を通じて教科で培う力		鍛錬 (知識・理解)		Acquire the ability to read and write academically, grammar, its functions and how they		
		理知 (論理)		Acquire the ability to critically think and discuss about various topics and applying own		
		探究・叡智 (創造)		Acquire the ability to understand and respect others' opinions while holding your own		
		ここでの評価が、試験外評価と一致します				
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	6	<b>Unit 1: Globalization</b> • Able to make predictions from a text type • Writing topic sentences • Making inferences • Synthesizing • Able to identify purpose and audience	<b>【知識】</b> • Understanding globalization vocabulary and academic alternatives to phrasal verbs • Applying own knowledge to the topic  <b>【技能】</b> • Make inferences • Able to predict content • Synthesizing • Able to work out meaning from context • Academic writing skill: Use correct essay structure; write an effective thesis statement	• <b>Reading:</b> read for main ideas in academic texts, recognizing topic sentences, making predictions  • <b>Critical thinking:</b> evaluate supporting examples; use table and diagrams  • <b>Grammar:</b> Use noun and time phrases  • <b>Vocabulary:</b> dominant, inflation, discount, reputation, supplier, domestic, ensure, influence, increase, consumption, etc	• <b>Writing task:</b> write an explanatory essay: <i>How has globalization changed your country?</i> • <b>Reading 1:</b> IKEA's global success (Business) • <b>Reading 2:</b> Changing eating habits in Italy (Economics / Cultural Studies) • <b>Discussion</b> on the topic	授業内 • Vocabulary quiz • Participation in writing and speaking • Critical thinking skills
5	21	<b>Unit 2: Education</b> • Reading for detail • Identify purpose and audience • Education vocabulary • Academic words and alternative to phrasal verbs • Able to write compare and contrast essays using evidence	<b>【知識】</b> • Understanding key vocabulary related to education • Applying own knowledge to the topic  <b>【技能】</b> • Able to read for main details and detail • Synthesizing • Make inferences • Academic writing skills: Avoid run-on sentences and comma splices	• <b>Reading:</b> making inferences  • <b>Critical thinking:</b> analyze similarities and differences; use a Venn diagram to plan a comparison-contrast essay  • <b>Grammar:</b> use transitions (however, in contrast) to show comparison and contrast; use adverb clauses of contrast (while/whereas)  • <b>Vocabulary:</b> concrete, launch, oriented, gender gap, under-represented, pursue, distance-learning, significant difference, modern phenomenon, plagiarism, etc.	• <b>Writing task:</b> compare and contrast essay: Discuss the similarities and differences between studying a language and studying Mathematics • <b>Reading 1:</b> University courses: Business vs Engineering (Education / Sociology) • <b>Reading 2:</b> Distance learning vs face-to-face learning (Education) • <b>Discussion</b> on the topic • <b>IELTS/ Eiken</b> support	授業内 • Vocabulary quiz • Participation in writing and speaking • Critical thinking skills
6	14	<b>Unit 3: Medicine</b> • Able to annotate a text • Able to identify purpose and audience • Medical vocabulary • Able to write opinion essays	<b>【知識】</b> • Understanding key vocabulary • Understand issues in the healthcare system around the world • Know synonyms for verbs related • Applying own knowledge to the topic  <b>【技能】</b> • Skimming • Able to read for detail and main ideas • Synthesizing • Make inferences • Scan to find key words • Identify opinions • Academic writing skills: Sentence variety	• <b>Reading:</b> annotate a text  • <b>Critical thinking:</b> evaluate ideas  • <b>Grammar:</b> use articles ( <i>the</i> disease, <i>the</i> NHS, etc.) and transitions (even though, despite that, etc.) to show concession  • <b>Vocabulary:</b> treatment, consultation, contribution, labor, burden, safety net, symptoms, surgery, funded, epidemic, drug dependency, sedentary lifestyle, etc.	• <b>Writing task:</b> an opinion essay: Is disease prevention the responsibility of individuals and their families, or of the government? • <b>Reading 1:</b> The homeopathy debate (Medical ethics) • <b>Reading 2:</b> Should healthcare be free? (Economics) • <b>Discussion</b> on the topic • <b>IELTS / Eiken</b> support	授業内 • Vocabulary quiz • Participation in writing and speaking • Critical thinking skills

7	6	<b>Unit 4: The Environment</b> • Able to identify cohesive devices • Able to predict content using visuals • Able to write short / long term solutions essays to a problem	<b>【知識】</b> • Understanding key vocabulary • Understand environmental problems around the world • Know synonyms for verbs related • Applying own knowledge to the topic  <b>【技能】</b> • Skimming • Able to read for detail and main ideas • Synthesizing • Make inferences • Scan to find key words • Academic writing skills: Develop ideas and parallel structure	• <b>Reading:</b> identify cohesive devices  • <b>Critical thinking:</b> analyze a case study; evaluate arguments  • <b>Grammar:</b> express solutions using <i>it</i> ( <i>It is a good idea to~</i> )  • <b>Vocabulary:</b> polar ice cap, reduction, community, devastating, measures, casualty, infrastructure, rely on, strategy, disaster mitigation, maintenance, severe, etc.	• <b>Writing task:</b> problem-solution essay: short and long term solutions to an environmental problem and take costs into consideration • <b>Reading 1:</b> Disaster mitigation (Meteorology) • <b>Reading 2:</b> Combatting drought in rural Africa (Environment) • <b>Discussion</b> on the topic • <b>IELTS/ Eiken</b> support	授業内 • Vocabulary quiz • Participation in writing and speaking • Critical thinking skills
9	21	<b>Unit 5: Architecture</b> • Able to skim and scan a text • Academic word families • Architecture and planning vocabulary • Able to write persuasive essays	<b>【知識】</b> • Understanding key vocabulary • Know synonyms for verbs related • Applying own knowledge to the topic  <b>【技能】</b> • Skimming • Able to read for detail • Synthesizing • Make inferences • Summarizing • Understand how to paraphrase • Academic writing skills: Ordering information and prioritizing arguments	• <b>Reading:</b> Skimming a text  • <b>Critical thinking:</b> Create a persuasive argument  • <b>Grammar:</b> Use correct register (informal / formal) in academic writing  • <b>Vocabulary:</b> durable, skyscrapers, suburban, civilized, architectural, conservation, responsible, compromise, sector, efficiency, second-hand, etc.	• <b>Writing task:</b> persuasive essay: Which is more important when building or buying a new home: its location or its size? • <b>Reading 1:</b> We need more green buildings (Environmental planning) • <b>Reading 2:</b> Building design: form vs function (Building design) • <b>Discussion</b> on the topic • <b>IELTS/ Eiken</b> support	授業内 • Vocabulary quiz • Participation in writing and speaking • Critical thinking skills
10	7	<b>Unit 6: Energy</b> • Able to work out meaning from context • Able to write advantages and disadvantages essays with evidence	<b>【知識】</b> • Understanding key vocabulary • Gain knowledge on today's trend on energy • Applying own knowledge to the topic  <b>【技能】</b> • Skimming • Able to read for main ideas and detail • Synthesizing • Make inferences • Academic writing skills: introducing advantages and disadvantages, coherence	• <b>Reading:</b> Work out meaning from context  • <b>Critical thinking:</b> Evaluate benefits and drawbacks and organize ideas for an essay  • <b>Grammar:</b> Use defining and non-defining relative clauses  • <b>Vocabulary:</b> aquatic, offshore, inexhaustible, generate, utilize, diminish, alarming, resistant, urge, instigate, address, etc.	• <b>Writing task:</b> Explain the advantages and disadvantages of three types of renewable energy and decide which works best for Japan (essay) • <b>Reading 1:</b> Alternative energy (Energy development) • <b>Reading 2:</b> Maintaining our vital natural resources (Environment) • <b>Discussion</b> on the topic • <b>IELTS/ Eiken</b> support	授業内 • Vocabulary quiz • Participation in writing and speaking • Critical thinking skills

11	18	<b>Unit 7: Art And Design</b> • Able to form an argument • Vocabulary for art and design • Able to write argumentative essays, counter-arguments and refutations • Able to paraphrase	<b>【知識】</b> • Understand key vocabulary • Applying own knowledge to the topic • Understand current and former trends on art and design  <b>【技能】</b> • Able to read and skim for main ideas and detail • Skim and scan to find information • Making references • Synthesizing • Predicting content using visuals • Paraphrase • Academic writing skill: Arguments, counter-arguments and refutations	<b>• Reading:</b> scan to find information  <b>• Critical thinking:</b> understand and evaluate analogies  <b>• Grammar:</b> paraphrase quotations; use substitution; use ellipsis  <b>• Vocabulary:</b> aesthetic, conceptual, distinction, established, notion, contemporary, mechanical, abstract, perceived, sophisticated, lifelike, figurative, etc.	<b>• Writing task:</b> Write an argumentative essay about fashion, cooking or video games • <b>Reading 1:</b> All that art is (Fine art) • <b>Reading 2:</b> Photography as art (Photography) • <b>Discussion</b> on the topic • <b>IELTS/ Eiken</b> support	授業内 • Vocabulary quiz • Participation in writing and speaking • Critical thinking skills
12 1	12	<b>Unit 8: Ageing</b> • Able to skim for general ideas • Vocabulary related to ageing and demographic • Able to write analysis essays with evidence • Able to draw appropriate conclusions from graphical data	<b>【知識】</b> • Understand key vocabulary • Applying own knowledge to the topic  <b>【技能】</b> • Reading for main ideas and detail • Making inferences • Work out meaning • Synthesizing	<b>• Reading:</b> identify evidence in a text  <b>• Critical thinking:</b> draw appropriate conclusions from graphical data  <b>• Grammar:</b> use verb phrases to show cause and effect ( <i>results in</i> ~, <i>leads to</i> ~); language of prediction ( <i>be likely to</i> ~, <i>be predicted to</i> ~, etc.); first conditional; academic collocations with prepositions ( <i>in/on</i> brief, <i>in/with</i> theory, a range <i>of/on</i> , etc.)  <b>• Vocabulary:</b> demographic, adapt, undertake, capacity, voluntary, proportion, pension, allocate, range, median, cope, documented, etc.	<b>• Writing task:</b> Write an analysis essay describing population trends in Japan (using data from graph) • <b>Reading 1:</b> The social and economic impact of ageing (Economics) • <b>Reading 2:</b> What are the impacts of a young population on a society? (Social anthropology) • <b>Discussion</b> on the topic • <b>IELTS/Eiken</b> support	授業内 • Vocabulary quiz • Participation in writing and speaking • Critical thinking skills
2	12	総復習				
3	3	1・2年の総復習				