

教科・科目		高3 英語 英語コミュニケーションⅢ(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 a			
		理知 (論理)	Acquire the ability to critically think and discuss about various topics and a			
		探求・叡智 (創造)	Acquire the ability to understand and respect others' opinions while holdin			
				ここでの評価が、試験外評価と一致		
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	8	<b>Unit 1: Conservation</b> ・ Able to identify an argument ・ Distinguish fact from opinion	<b>【知識】</b> ・ Understanding key vocabulary ・ Reading for main ideas  <b>【技能】</b> ・ Make inferences ・ Able to predict content ・ Synthesizing ・ Academic writing skill: Paragraph structure and unity.Impersonal statements	・ <b>Reading:</b> identify an argument  ・ <b>Critical thinking:</b> evaluate facts to build support for an argument  ・ <b>Grammar:</b> Use second conditionals ( <i>If... will ...</i> )  ・ <b>Vocabulary:</b> posterity, degrade, longevity, memorabilia, compatible, anonymous, opted for, demolition, affluent, etc.	・ <b>Writing task:</b> an argumentative essay: Make and support an argument for what to do with ageing ・ <b>Reading 1:</b> Are we living in the digital dark ages? (Information technology) ・ <b>Reading 2:</b> Preserving our heritage (Urban planning) ・ <b>Discussion</b> on the topic ・ <b>IELTS/ Eiken</b> support	授業内 ・ Vocabulary quiz ・ Participation in writing and speaking ・ Critical thinking skills
5	18	<b>Unit 2: Design</b> ・ Taking notes in outline form ・ Challenging ideas in a text ・ Previewing	<b>【知識】</b> ・ Understanding key vocabulary ・ Reading for main ideas  <b>【技能】</b> ・ Reading for detail ・ Synthesizing ・ Make inferences ・ Academic writing skills: structure a summary-response essay	・ <b>Reading:</b> take notes in outline form; challenge ideas of text  ・ <b>Critical thinking:</b> determine and apply criteria  ・ <b>Grammar:</b> use non-defining relative clauses (... <i>which</i> is ....); use appositives  ・ <b>Vocabulary:</b> endemic, cursive, typography, authoritarian, criteria, reinforce, evocative, subsequent, provoke, etc.	・ <b>Writing task:</b> a summary response essay: Summarize criteria and analyze logo ・ <b>Reading 1:</b> What makes a successful logo? (Marketing) ・ <b>Reading 2:</b> Rebranding and logos (Marketing) ・ <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	18	<b>Unit 3: Privacy</b> ・ Previewing a text ・ Identify perspective and purpose	<b>【知識】</b> ・ Understanding key vocabulary ・ Previewing ・ Reading for main ideas  <b>【技能】</b> ・ Identify purpose ・ Synthesizing ・ Academic writing skills: Writing about problems and solutions	・ <b>Reading:</b> identify purpose and tone  ・ <b>Critical thinking:</b> analyze problems and solutions  ・ <b>Grammar:</b> use impersonal passive constructions ( .... <i>is said to be</i> ... )  ・ <b>Vocabulary:</b> to someone's face, unflattering, surge, hostile, humiliation, precedent, abusive, anonymity, eliminate, exhibit, assemble, prosecute, etc.	・ <b>Writing task:</b> complete a problem-solution essay: describing an online behavior that is problematic and why should you eliminate it ・ <b>Reading 1:</b> Cyber harrassment (Ethics / Law) ・ <b>Reading 2:</b> Combatting cyber harassment (Ethics / Law) ・ <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	10	<b>Unit 4: Business</b> • Working out meaning from context • Vocabulary for business and marketing • Able to write compare and contrast essays	<b>【知識】</b> • Understand key vocabulary • Applying own knowledge to the topic • Gain knowledge on current business trends  <b>【技能】</b> • Able to read and skim for main ideas and detail • Summarizing • Able to deduce meaning from context • Making inferences • Synthesizing • Academic writing skill: writing about similarities and differences	<b>• Reading:</b> work out meaning from context  <b>• Critical thinking:</b> analyze advantages and disadvantages  <b>• Grammar:</b> express contrast ( <i>unlike..., however..., despite...</i> )  <b>• Vocabulary:</b> aspiring, break even, revenue, outweigh, fluctuating, pioneer, retention, attainable, accumulated, etc.	<b>• Writing task:</b> a compare and contrast essay: Compare and contrast two products or services regarding their potential as a mobile business • <b>Reading 1:</b> Starting out mobile (Business management) • <b>Reading 2:</b> Keeping your customers (Marketing) • <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	24	<b>Unit 5: Psychology</b> • Making inferences • Able to scan to predict content • Experimental science terminology • Able to write expository essays	<b>【知識】</b> • Understand key vocabulary • Applying own knowledge to the topic • Able to interpret quotes  <b>【技能】</b> • Able to read for main ideas and detail • Able to predict content using visuals • Able to deduce meaning from context • Making inferences • Synthesizing • Academic writing skill: citing quoted material	<b>• Reading:</b> Annotate a text and interpret quotes  <b>• Critical thinking:</b> Synthesize information from more than one text  <b>• Grammar:</b> Use complex noun phrases with <i>what</i> ( <i>What most people think of as creativity...</i> )  <b>• Vocabulary:</b> vision, creative release, cognition, suppress, trauma, norm, attribute to, contradictory, conformity, constrain, etc.	<b>• Writing task:</b> an expository essay: What is creative thinking and explain current understanding of this concept • <b>Reading 1:</b> The creative mind (Psychology) • <b>Reading 2:</b> Can we learn to be more creative? (Psychology) • <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	24	<b>Unit 6: Careers</b> • Able to predict content using visuals • Able to read graphical data and explain purpose • Able to write argumentative essays	<b>【知識】</b> • Understand key vocabulary • Applying own knowledge to the topic • Able to interpret graphical information  <b>【技能】</b> • Able to read for main ideas and detail • Able to predict content using visuals • Able to deduce meaning from context • Making inferences • Synthesizing • Previewing • Academic writing skill: making a claim	<b>• Reading:</b> Interpret graphical information  <b>• Critical thinking:</b> Analyze information in graphs and other figures  <b>• Grammar:</b> Use active and passive voice to discuss figures ( <i>Figure 5 shows that..., ...are illustrated..., ...as demonstrated....</i> )  <b>• Vocabulary:</b> comprise, assertive, labor, prospective, persistent, expertise, chronic, founder, dispute, ambiguity, etc.	<b>• Writing task:</b> an argumentative essay: What is a good choice for a career path with a secure future? • <b>Reading 1:</b> The skills gap (Education) • <b>Reading 2:</b> What is the value of a university education? (Education / Business) • <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	24	<b>Unit 7: Health Sciences</b> • Able to distinguish cause and effect • Vocabulary for health sciences • Able to write cause-and-effect essays	<b>【知識】</b> • Understand key vocabulary • Applying own knowledge to the topic • Understand discourse and discourse organization  <b>【技能】</b> • Able to read for main ideas and detail • Scanning to find information • Making inferences • Synthesizing • Academic writing skill: writing about causes and effects	<b>• Reading:</b> Recognize discourse organization  <b>• Critical thinking:</b> Analyze cause and effects  <b>• Grammar:</b> Use logical connectors with causes and effects (...as a result of..., thanks to..., is a consequence of...)	<b>• Writing task:</b> cause-and-effect essay: Choose one infectious disease and discuss the factors that may have contributed to its development • <b>Reading 1:</b> Superbugs (Medicine) • <b>Reading 2:</b> The globalization of infection (Medicine) • <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	10	<b>Unit 10: Language</b> • Able to refute counter-arguments • Able to write pros and cons essays	<b>【知識】</b> • Understand key vocabulary • Applying own knowledge to the topic • Understand Latin prefixes in academic English  <b>【技能】</b> • Able to read for main ideas and detail • Able to work out meaning from context • Making inferences • Synthesizing • Academic writing skill: avoiding overgeneralizations and refuting counter-arguments	<b>• Reading:</b> Use background knowledge to annotate a text  <b>• Critical thinking:</b> Evaluate and synthesize arguments  <b>• Grammar:</b> Hedge predictions (...likely that, may lead to..., ...has the potential to...)	<b>• Writing task:</b> pros and cons essay: Write an essay on the pros and cons of English-medium university education in Japan or another country • <b>Reading 1:</b> Loanwords in English (Linguistic) • <b>Reading 2:</b> Linguistic purism and English as a global language (Linguistics / Sociology) • <b>Discussion</b> on the topic • <b>IELTS/ Eiken</b> support	授業内 • Vocabulary quiz • Participation in writing and speaking • Critical thinking skills
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