

教科・科目		高3 英語 論理表現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 and			
		理知 (論理)	Acquire the ability to critically think and discuss about various topics and			
		探求・叡智 (創造)	Acquire the ability to understand and respect others' opinions while holding			
				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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