

教科名	外国語	校種	高等学校
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科目の配当				
学年	科目名	必・選	単位	授業展開など、授業の形態
1年	英語コミュニケーションⅠ	必	4	共通
	論理・表現Ⅰ	必	2	共通
	フランス語	必	2	イングリッシュ/アカデミックコース
2年	英語コミュニケーションⅡ	必	4	共通
	論理・表現Ⅱ	必	2	共通
	フランス語	必	2	イングリッシュ/アカデミックコース
3年	英語コミュニケーションⅢ	必	4	共通
	論理・表現Ⅲ	必 選	4	イングリッシュ/アカデミックコース サイエンスコース
	選択英語	選	2	サイエンスコース
	フランス語	必 選	2	イングリッシュコース アカデミックコース
	Global Studies	必	2	イングリッシュコース

科目名 (教科名)		English Communication I			
学年	1-Academic	単位数	4	必修・選択・展開	必修
目的	1.- To be able to understand general instructions and contents covered in class in English (This class will be given mainly in English) 2.- To gain more vocabulary to use 3.- To be able to connect the topics in the textbook to your real life in order to broaden your perspectives 4.- To become an autonomous language learner				
	学期	授業の項目		内容	
1 学期	Lesson 1 ~ Lesson 4 This schedule will be adjusted according to the progress made.		<ul style="list-style-type: none"> • Bringing Out the Best in Himself • Hold On, Anzu! • We Can Make a Difference • Creative Problem Solving You can understand English sentences without Japanese.		
	Lesson 5 ~ Lesson 8 This schedule will be adjusted according to the progress made. -Group presentations		<ul style="list-style-type: none"> • Canned Bread to Feed the World • Could We Have a Real Jurassic Park? • Behind the Price Tag • The World's Winter Festivals In addition, you will be doing group presentations about the topics.		
3 学期	Lesson 9 • Lesson 10 -Group presentations This schedule will be adjusted according to the progress made.		<ul style="list-style-type: none"> • Talking Trees • Capturing the Reality of the World In addition, you will be doing group presentations about the topics.		
	評価の 観点	【知識・技能】 30 (%)	You will be evaluated... how well you can read or listen to the content covered in class and if you can understand it without translating into Japanese.		<ul style="list-style-type: none"> • Reading • Listening • Vocabulary • Grammar
【思考・判断力・表現】 40 (%)		You will be evaluated... how you are capable of delivering your opinions in English with decent accuracy when writing and speaking.		<ul style="list-style-type: none"> • Speaking • Writing • レポート・プレゼンテーション • Interview test 	
【主体的に学習に取り組む態度】 30 (%)		You will be evaluated... how motivated you are by asking, answering questions and doing extra work both inside and outside of the classroom. Speaking English in class a lot has a great weight on your effort mark.		<ul style="list-style-type: none"> • 課題提出 • 小テスト • 授業態度 	
評価の方法と割合	<ul style="list-style-type: none"> ● 評価方法 : 定期試験における成績状況と提出物・小テスト・授業態度を加味し総合点を算出する。 ● 割合 : 定期試験 60~70% 平常点 30~40% 				
教科書・副教材等	<ul style="list-style-type: none"> ● 教科書 : 「Heartening English Communication I」 (桐原) ● 問題集 : 「Workbook」 (桐原) 「総合英語 FACTBOOK」 (桐原) 				

Subject name (subject name)		English Communication I			
School year	K1A K1D (S)	Number of credits	4	Compulsory/Selection/Development	Compulsory
the purpose	The learner should be able to:				
	<ol style="list-style-type: none"> 1. Use appropriate reading strategies to analyze the text read. 2. Write using appropriate language, grammar and style. 3. Make connections between the text read to oneself and the real world. 				
Semester	Class Items			Content	
1 semester	Unit 3E: Global Stories Unit 6: Inspiration Unit 8: Better City Unit 12: Discovery Project: Stories to Inspire Storytelling Project			Writing a short story for a specific audience Identifying literary devices, elements of a story and the plot Reading a book and writing a book review Writing about an inspiring person Using descriptive language and using anecdotes Discussing the characteristics of an effective communicator	
2nd semester	Unit 2E: Genealogy Unit 3E: Global Stories Unit 4: Music Unit 5: Good Design Unit 9: Giving Unit 10: Mind and Machine Project: Research Science Fair (Interdisciplinary Unit)			Writing a research Writing a proposal for the Science Fair Writing a scientific paper based on an environmental issue Using supporting evidence Providing background information Personalizing and closing a presentation Presenting one's study (or experiment) at the Science Fair	
3rd semester	Unit 1E: Protectors Unit 7: Ethical Choices Unit 11E: Nature Projects: Presentation Contest The Essay			Planning and writing an essay Planning, writing, editing and presenting a speech to persuade or inform Analyzing what makes a good speech Preparing for a presentation Creating effective slides Calling others to action	
Perspective of evaluation	[Knowledge and skills] (%)				• Knowledge questions for regular exams (examples) fill in the blanks, judge correctness

tion	[Thinking, Judgment, Expression] (%)		<ul style="list-style-type: none"> • Thinking questions for regular exams (examples) English composition, opinion writing, explanation of words and phrases, essay questions • Reports, presentations, announcements • Discussion • Production • Practical test
	[Self-motivated attitude towards learning] (%)		<ul style="list-style-type: none"> • look back • Mini tests • Note making • Lesson attitude/submission of assignments
Evaluation method and percentage	<ul style="list-style-type: none"> ● Evaluation method: Calculate the overall score by taking into consideration the grades in the regular examination, submissions, quizzes, and class attitude. ● Ratio: Tests 70% Effort 30% 		
textbook Supplementary materials, etc.	<ul style="list-style-type: none"> ● Textbook: Ted Talks Keynote 1 (National Geographic Learning, Cengage Learning) 		

Subject		K1A English Logic and Expression			
School year	2024 ~ 2025	number of credits	2	Compulsory/Selection/Development	Compulsory
the purpose	<ul style="list-style-type: none"> The overall objective of this course is to improve students speaking ability. Assigned work will revolve around communication through speaking but will also include requirements to produce written content as well. Classwork will include group presentations as well as interviewing, surveying, and discussing / researching certain themes, topics and events 				
Semester	Class items			Contents	
1st semester	Content will be taken from Textbook Units 1 ~ 5, although every unit may not be used			<ul style="list-style-type: none"> This class will use the A and B lessons only. The theme / topic / focus of assignments and classwork will be taken from the textbook lessons that are covered in class. Themes and topics in the textbook vary greatly and this subject should be thought of as a “studying in English” type subject as opposed to outright studying English. However, there will be moments where a grammar or language point may be focused on should the students require it. It is not uncommon for lessons to be centred around the student’s use of iPads, usually for research purposes. Each textbook lesson will always include new vocabulary. This will be focused on and studied during class and will be assessed either in the midterm or end of term exam. 	
2nd semester	Content will be taken from Textbook Units 6 ~ 10, although every unit may not be used				
3rd	Content will be taken from Textbook Units 11 ~ 12, although every unit may not be used				
Perspective of evaluation	[Knowledge and skills] (%)	<p>A - Student consistently shows a deep understanding of English and skilful ability to use it. Test scores and classwork is of a high standard.</p> <p>B - Although apprehensive, student shows eagerness to use English and makes concerted efforts to improve through studying, asking the teacher questions and enquiring about feedback.</p> <p>C - No effort to speak English, commitment to improvement questionable / lacking</p>			<ul style="list-style-type: none"> Knowledge questions for regular exams (examples) fill in the blanks, judge correctness
	[Thinking, Judgment, Expression] (%)	<p>A – Student actively utilises critical thinking and does not hesitate in asking questions / querying lesson themes.</p> <p>B – Student will use critical thinking when guided. by the teacher. Will ask questions when prompted / encouraged by teacher.</p>			<ul style="list-style-type: none"> Thinking questions for regular exams (examples) English composition, opinion writing, explanation of words and phrases, essay questions Reports, presentations,

		C – Student reluctant to engage in any critical thinking and will not ask for help when needed	announcements • Discussion • Production • Practical test
	[Self-motivated attitude towards learning] (%)	A – Student consistently shows focus and determination B – Student will occasionally falter but will regularly be focused on learning C – Overall attitude poor	•look back • Mini tests • Note making • Lesson attitude/submission of assignments
Evaluation method and percentage	<p>● Evaluation method: Calculate the overall score by taking into consideration the grades in the regular examination, submissions, quizzes, and class attitude.</p> <p>● Ratio: Regular test 70% Class and attitude 30%</p>		
textbook Supplementary materials, etc.	<p>Keynote 2, by Ted talks</p> <p>Most of the class material will be workbooks based off the textbook units and made and supplied by the class teacher</p>		

Subject		K2A Communication English			
School year	2024 ~ 2025	number of credits	4	Compulsory/Selection/Development	Compulsory
the purpose	<ul style="list-style-type: none"> Objective is for students to improve and build upon their reading and writing Group projects and essays will be utilised, with students using the textbook lessons as a means for developing their own topic / theme for assigned work One lesson per week will be conducted by a Japanese teacher of English and will focus mainly on grammar 				
	Semester	Class items		Contents	
1st semester	For textbook, C lessons only. Term 1 will utilise 1C ~ 5C. All lessons may not be used as websites pertaining to class themes will also be used for reading and research purposes.		<ul style="list-style-type: none"> Themes studied in class will first be introduced using the textbook. These will include food wastage, fads and trends, Japan's aging population and education in developing countries. The students will be expected to connect each theme to the SDGs. Production activities throughout the will be centred around either group projects, solo projects, essays, and the creation of infographics. 		
2nd semester	For textbook, C lessons only. Term 1 will utilise 6C ~ 10C. All lessons may not be used as websites pertaining to class themes will also be used for reading and research purposes.		<ul style="list-style-type: none"> Themes studied in class will first be introduced using the textbook. These will include the role of technology in communication, global migration, the evolution of language and emotional intelligence. We will also continue our work on the SDGs 		
3rd	For textbook, C lessons only. Term 1 will utilise 11C ~ 12C. All lessons may not be used as websites pertaining to class themes will also be used for reading and research purposes.		A continuation of the aforementioned terms, however more time may be dedicated to preparing and practicing presentations for the February competition.		
Perspective of evaluation	[Knowledge and skills] (%)	A - Understanding of themes and ability to research and write about them is of a very high standard. B - Although not always fully understanding themes, student will make a concerted effort to deepen their understanding and improve their classwork. C - Student displays s minimal understanding of lessons themes and makes no real effort to move beyond it.		<ul style="list-style-type: none"> Knowledge questions for regular exams (examples) fill in the blanks, judge correctness 	
	[Thinking, Judgment, Expression] (%)	A – Critical thinking / asking questions etc done with ease. B – Is able to utilise critical thinking regularly and will ask questions / make queries when encouraged to do		<ul style="list-style-type: none"> Thinking questions for regular exams (examples) English composition, opinion writing, explanation of words and phrases, 	

		so. C – No effort to engage in critical thinking, does not question / query even when they do not understand / will need help	essay questions • Reports, presentations, announcements • Discussion • Production • Practical test
	[Self-motivated attitude towards learning] (%)	A – Student consistently shows focus and determination B – Student will regularly be focused on learning, will be working on improving their attitude C – Overall attitude poor	·look back • Mini tests • Note making • Lesson attitude/submission of assignments
Evaluation method and percentage	<p>● Evaluation method: Calculate the overall score by taking into consideration the grades in the regular examination, submissions, quizzes, and class attitude.</p> <p>● Ratio: Regular test 70% Classwork and attitude 30%</p>		
textbook, Supplementary materials, etc.	<p>Keynote 3 by Ted Talks Oxford Practice Grammar Official website of the Sustainable Development Goals (https://sdgs.un.org/goals) Much of the class material will be workbooks made and supplied by the class teacher</p>		

Subject		K2A English Logic and Expression			
School year	2024 ~ 2025	number of credits	2	Compulsory/Selection/Development	Compulsory
the purpose	<ul style="list-style-type: none"> Objectives is for students to continue to improve their English-speaking ability. Classwork and assignments will revolve around speaking activities with group presentations being the main requirement. As presenting will play a major part in this course, researching and being able to identify correct sources will also be looked at as well as correctly referencing sources 				
Semester	Class items		Contents		
1 semester	Content will be taken from Textbook Units 1 ~ 5, although every unit may not be used		<ul style="list-style-type: none"> This class will use the A and B lessons only. The theme / topic / focus of assignments and classwork will be taken from the textbook lessons that are covered in class. Themes and topics in the textbook vary greatly and this subject should be thought of as a “studying in English” type subject as opposed to outright studying English. However, there will be moments where a grammar or language point may be focused on should the students require it. It is not uncommon for lessons to be centred around the student’s use of iPads, usually for research purposes. Each textbook lesson will always include new vocabulary. This will be focused on and studied during class and will be assessed either in the midterm or end of term exam. Students will be expected to do extensive research on each topic / theme that is focused on as well as be able to adequately discuss each one. 		
2nd semester	Content will be taken from Textbook Units 6 ~ 10, although every unit may not be used				
3rd	Content will be taken from Textbook Units 11 ~ 12, although every unit may not be used				
Perspective of evaluation	[Knowledge and skills] (%)	<p>A - Student consistently shows a deep understanding of English and skilful ability to use it. Test scores and classwork is of a high standard.</p> <p>B -Student shows eagerness to use English and makes concerted efforts to improve through studying, asking the teacher questions and enquiring about feedback.</p> <p>C - No effort to speak English, commitment to improvement questionable / lacking</p>	<ul style="list-style-type: none"> Knowledge questions for regular exams (examples) fill in the blanks, judge correctness 		
	[Thinking, Judgment, Expression] (%)	<p>A – Student actively utilises critical thinking and does not hesitate in asking questions / querying lesson themes. Will be able to anticipate potential future lesson topics / themes based on what we’re currently studying.</p> <p>B – Student will use critical thinking regularly. Will ask the teacher questions.</p>	<ul style="list-style-type: none"> Thinking questions for regular exams (examples) English composition, opinion writing, explanation of words and phrases, essay questions Reports, presentations, announcements 		

		C – Student continues to avoid the use of critical thinking and is still in the habit of not asking for help when they need it	• Discussion • Production • Practical test
	[Self-motivated attitude towards learning] (%)	A – Student consistently shows focus and determination B – Student will regularly be focused on learning, will be working on improving their attitude C – Overall attitude poor	•look back • Mini tests • Note making • Lesson attitude/submission of assignments
Evaluation method and percentage	<p>● Evaluation method: Calculate the overall score by taking into consideration the grades in the regular examination, submissions, quizzes, and class attitude.</p> <p>● Ratio: Regular test 70% classwork / attitude 30%</p>		
textbook- Supplementary materials, etc.	<p>Keynote 3 by Ted Talks</p> <p>Much of the class material will be workbooks made by and supplied by the class teacher</p>		

Subject		Communication English I			
Grade	K2-BCDE	Credits	3	Class	Mandatory

■ **Course Objectives**

- Main objective is for students to improve their reading and writing skills
- Students will be gradually eased into the habit of producing all classwork and assignments in English.
- Students will be tasked with writing some writing and working on group projects while focusing on English listening

■ **Course Description**

Term	Course Content	Details
1st	<ul style="list-style-type: none"> • Unit 11, Unit 12 From World English B Intro Split 	<p>Communicative English lessons consist of each class going through different units covering each of the workbook contents while trying to apply their experiences and to elicit some discussion in class.</p> <p>Each test will consist of a grammar point and different vocabulary based on the unit.</p> <p>(All these lessons will be subject to change based on the pace and level of students)</p>
2nd	<ul style="list-style-type: none"> • World English 1A Combo Split • Unit 1, Unit 2 	
3rd	<ul style="list-style-type: none"> • World English 1A Combo Split • Unit 3, 4 	
Evaluation	<ul style="list-style-type: none"> ● Grading Policies: classwork, projects and attitude ● Evaluation Criteria: Exams – 60% 70%, In class work, project, assignments– 30%-40% 	
Resources and Textbooks	<ul style="list-style-type: none"> ● Resources: workbooks / worksheets provided by teacher ● Textbook: TedTalks World English Intro B/ Intro A Combo Split ● Ted talks World English 1 	

Subject		Communication English I			
Grade	K2-BCDE	Credits	3	Class	Mandatory

■ **Course Objectives**

- Main objective is for students to improve their reading and writing skills
- Students will be gradually eased into the habit of producing all classwork and assignments in English.
- Students will be tasked with writing some writing and working on group projects while focusing on English listening

■ **Course Description**

Term	Course Content	Details
1st	<ul style="list-style-type: none"> • Unit 1, Lesson 1C • Unit 2, Lesson 2C • Unit 3, Lesson 3C • Unit 4, Lesson 4C • 	<p>C lessons are made up of a short article that will usually be connected to a topical event, technology, day-to-day issues, or impressive feats / achievements.</p> <p>Students will be expected to extract their writings, projects, or assignment themes from one of these short articles after first discussing, and demonstrating an understanding of, the content.</p>
2nd	<ul style="list-style-type: none"> • Unit 5, Lesson 5C • Unit6, Lesson 6C • Unit 7, Lesson 7C • Unit 8, Lesson 8C 	
3rd	<ul style="list-style-type: none"> • Unit 9, Lesson 9C • Unit 10, Lesson 10C • Unit 11, Lesson 11C • Unit 12, Lesson 12C 	
Evaluation	<ul style="list-style-type: none"> ● Grading Policies: classwork, projects and attitude ● Evaluation Criteria: Exams – 60% 70%, In class work, project, assignments– 30%-40% 	
Resources and Textbooks	<ul style="list-style-type: none"> ● Resources: workbooks / worksheets provided by teacher ● Textbook: TedTalks World English Intro B/ ● Ted talks World English 1 	

Subject		Communication English II			
Grade	2-E	Credits	2	Class	Mandatory

■ **Course Objectives**

- Objective is for students to improve and build upon their reading and writing
- Group projects and essays will be utilised, with students using the textbook lessons as a means for developing their own topic / theme for assigned work

■ **Course Description**

Term	Course Content	Details
1st	<ul style="list-style-type: none"> • Unit 1, Lesson 1C • Unit 2, Lesson 2C • Unit 3, Lesson 3C • Unit 4, Lesson 4C • Unit 5, Lesson 5C • Making original stories 	
2nd	<ul style="list-style-type: none"> • Unit 6, Lesson 6C • Unit 7, Lesson 7C • Unit 8, Lesson 8C • Unit 9, Lesson 9C • Unit 10, Lesson 10C • Writing drama scripts 	<p>Keynote C lessons consist for an article focusing on current / topical events, technology or national / global issues.</p> <p>Students will be required to demonstrate an understanding of the theme / topic of the article before being tasked with an assignment that focuses on the theme / topic of the article. The title / question accompanying the assignment must be written by the student (students if it is a group task).</p> <p>New vocabulary will be thoroughly studied and reviewed, as they will be assessed on it in midterm and end of term exams.</p>
3rd	<ul style="list-style-type: none"> • Unit 11, Lesson 11C • Unit 12, Lesson 12C • Drama performance 	
Evaluation	<ul style="list-style-type: none"> ● Grading Policies: exams, classwork, projects and attitude ● Evaluation Criteria: Exams – 60%-70%, In class work, projects – 30%-40% 	
Resources and Textbooks	<ul style="list-style-type: none"> ● Resources: workbook and worksheets provided by teacher ● Textbook: Keynote 3 	

Subject		K3A English Expression III			
Instructor		Lewis MacLeod			
Grade	3-AE	Credits	4	Class	Mandatory

■ **Course Objectives**

- This course will be focused mainly on presentations.
- The main objective will be on improving presentation delivery.
- Students will also be working on research, reading, writing and vocabulary building.

■ **Course Description**

Term	Course Content	Details
1st	Units 1 ~ 6 A and B lessons only, not all units will be covered due to limited time	<ul style="list-style-type: none"> • Lessons A and B only • Presentation themes / topics will be taken from these lessons. • Presentation work may be brought to a close earlier than the end of term if the students continue to build upon their improvement from K2 • Will use / practice new vocabulary from each lesson
2nd	Units 7 ~ 12 A and B lessons only, not all units will be covered due to limited time	Aside from the abovementioned, term 2 will also be used to guide, help and prepare students for university and help any students that are expected to undertake an English interview for their university entrance exam
3rd	•	•
Assessment Policies	Interest, participation and motivation	Students must participate in class and show interest and motivation towards their work
	Presentation preparation	Topic research, Critical thinking applied to potential / hypothetical problems / issues
	Presentation delivery	Students must show genuine attempt to improve their abilities and make gradual overall improvement
	Vocabulary	be able to learn, understand and correctly use new vocabulary from Keynote 4
Evaluation	<ul style="list-style-type: none"> ● Grading Policies: Grades will be calculated based on in class attitude and presentation performance. ● Evaluation Criteria: Exams - 70%, In class work, test, etc – 30% 	
Resources and Textbooks	<ul style="list-style-type: none"> ● Resources: Workbooks provided by teacher ● Textbook: Keynote 4 ● Websites that can be used to help expand on certain lesson topics 	

Perspective of evaluation	[Knowledge and skills] (%)	<p>A – Student continues to show a deep understanding of English and skilful ability to use it. Test scores and classwork is of a high standard.</p> <p>B –Student shows eagerness to use English and makes concerted efforts to improve through studying, asking the teacher questions and enquiring about feedback.</p> <p>C – No effort to speak English, commitment to improvement questionable / lacking</p>
	[Thinking, Judgment, Expression] (%)	<p>A – Student actively utilises critical thinking and does not hesitate in asking questions / querying lesson themes. Will be able to anticipate potential future lesson topics / themes based on what we’re currently studying.</p> <p>B – Student will use critical thinking regularly. Will ask the teacher questions.</p> <p>C – Student continues to avoid the use of critical thinking and is still in the habit of not asking for help when they need it</p>
	[Self-motivated attitude towards learning] (%)	<p>A - Student consistently shows focus and determination. Overall attitude is flawless.</p> <p>B – Student will regularly be focused on learning, will be working on improving their attitude.</p> <p>C – Overall attitude poor.</p>

科目名 (教科名)		英語論理表現 III (外国語科)			
学年	3 (AG, AS)	単位数	4	必修・選択・展開	必修 / 選択
目的	英語を通じて、積極的にコミュニケーションを図ろうとする態度を育成するとともに、事実や意見などを多様な観点から考察し、論理の展開や表現の方法を工夫しながら伝える能力を伸ばす。				
学期	授業の項目		内容		
1学期	<ul style="list-style-type: none"> 1st Stage Discussion & Writing Unit 1 ~ 5 長文読解 SKYWARD OCEAN Unit 1 ~ 11 		<ul style="list-style-type: none"> Future of jobs in the AI era How have you grown as a person in your high school life? How do people use different types of media? 3R approach in order to save the environment Moving toward a cashless society Reading, Listening, Writing, Speakingの4技能の内容を行う		
2学期	<ul style="list-style-type: none"> 2nd Stage Discussion & Writing Unit 6 ~ 10 長文読解 SKYWARD OCEAN Unit 12 ~ 19 		<ul style="list-style-type: none"> Are food additives really bad for us? Japanese culture attracting people all over the world Will we live in a decarbonized society in the future? Reading e-books or printed books? The way we live together in the same world Reading, Listening, Writing, Speakingの4技能の内容を行う		
3学期					
評価の観点	【知識・技能】 (40%)	<ul style="list-style-type: none"> 定期試験の文法事項、語彙、読解の問題 		<ul style="list-style-type: none"> 定期試験の知識問題 (例) 穴埋め、正誤判断 	
	【思考・判断力・表現】 (30%)	<ul style="list-style-type: none"> 定期試験での作文問題 プレゼンテーション、発表 		<ul style="list-style-type: none"> 定期試験の思考問題 (例) 英作文、意見記述、 語句説明、論述問題 レポート・プレゼン・発表 話し合い・作品制作・実技テスト 	
	【主体的に学習に取り組む態度】 (30%)	<ul style="list-style-type: none"> グループ活動での取り組み 作文課題、ワークシート提出 授業態度 		<ul style="list-style-type: none"> 振り返り 小テスト・グループワーク 授業態度・課題提出 	
評価の方法と割合	<ul style="list-style-type: none"> ● 評価方法 : 定期試験における成績状況と提出物・小テスト・授業態度を加味し総合点を算出する。 ● 割合 : 定期試験 60-70 % 平常点 40-30 % 				
教科書・副教材等	<ul style="list-style-type: none"> ● 教科書 : Factbook English Logic and Expression III (桐原書店) ● 副教材 : SKYWARD OCEAN 3rd Edition (桐原書店) 				

Subject		Global Studies			
Grade	3-E	Credits	2	Class	Mandatory

■ **Course Objectives**

1. To become aware of global issues
2. To form opinions/ critical thinking and be able to express them clearly in English.
3. To write persuasively or explain both sides of an argument.
4. To develop presentation and researching skills.

■ **Course Description**

Term	Course Content	Details
1st	<p><u>Main focus</u> 1) Globalisation</p> <ul style="list-style-type: none"> • What is globalisation? What are the different types? • What are the positive outcomes and benefits of globalisation? • What are the negative consequences of globalisation? • What are the most important global issues today? • Is globalisation the same as Americanization? <p>Will also look at:</p> <ul style="list-style-type: none"> - Water and food - The environment - Protecting the earth 	<ul style="list-style-type: none"> • Research and create presentations on the different types of globalisation. • Presentations on how people are trying to create local communities to combat the negative effects of globalisation, and whether or not this is compatible with an idea of being global. • Look into how a global culture has created positive change and how it can also be considered negative. • Understand the changes the world faces as a result of being global. <ul style="list-style-type: none"> - food wastage, future of food - global warming, pollution, effects on nature - Energy sources, cutting waste, sustainable farming

2nd	<p><u>Main Focus</u> 1) Terrorism and Global conflicts</p> <ul style="list-style-type: none"> • What is terrorism? • What causes / creates terrorists? • The development and use of nuclear weapons <p>We will also look at:</p> <ul style="list-style-type: none"> - Health - Human Rights - Migration 	<ul style="list-style-type: none"> • Research and study of past and present-day examples of terrorist organisations / incidents. Create presentation on topic of terrorism. • Look at the causes and justifications / arguments for and against. • The use of nuclear weapons in the Cold War and the modern era • Modern conflicts and their connection to terrorism / the creation of terrorist organisations <ul style="list-style-type: none"> - Vaccines, Major diseases, Modern health problems - Women, Education, Slavery - Refugees, Types of Migration
Evaluation	<ul style="list-style-type: none"> ● Essay, Presentation, Effort / Class ● Evaluation Criteria: Exams: 70% Classwork (presentation, essays, project) 30% 	
Resources and Textbooks	<ul style="list-style-type: none"> ● Resources: Workbooks and worksheets provided by teacher 	
Perspective of evaluation	[Knowledge and skills] (%)	<p>A – Student consistently shows a deep understanding of the topics discussed in class. Is able to form meaningful opinions and displays a genuine interest in the researching of global issues / problems.</p> <p>B – Student is clearly eager and makes a concerted effort to convey their opinion. Makes some attempt at critical thinking</p> <p>C – No effort to engage in the topics discussed in class. Rarely, if ever, offers any real engagement.</p>
	[Thinking, Judgment, Expression] (%)	<p>A – Displays a high level of critical thinking and is able to offer up solutions to global problems.</p> <p>B – Student will use critical thinking regularly, will ask question when not able to understand the topic in question.</p> <p>C – Student does not engage in critical thinking and shows no interest / does not ask questions.</p>
	[Self-motivated attitude towards learning] (%)	<p>A - Student consistently shows focus and determination</p> <p>B – Student will regularly be focused on learning, will be working on improving their attitude</p> <p>C – Overall attitude poor</p>

科目名 (教科名)		選択英語 (Elective English) (外国語)			
学年	3-Science	単位数	2	必修・選択・展開	選択

■ 授業の目的

- To be able to understand general instructions and contents covered in class in English (This class will be given mainly in English)
- To gain more vocabulary to use
- To be able to connect the topics in the textbook to your real life in order to broaden your perspectives.
- To become an autonomous language learner

学期	授業の項目	内容
1学期	SKYWARD Unit 1 ~ Unit 5 Unit 6 ~ Unit 10 This schedule will be adjusted according to the progress made.	We will be looking at each chapter with reading and grammatical questions. What you need to cover are... Vocabulary Grammar points Expressions Content It is important to be able to understand the readings in the textbook without translating into Japanese.
2学期	Unit 11 ~ Unit 15 Unit 16 ~ Unit 20 This schedule will be adjusted according to the progress made.	We will be looking at each chapter with reading and grammatical questions. What you need to cover are... Vocabulary Grammar points Expressions Content
3学期		

評価の観点	【知識・技能】 (40%)	・定期試験の文法事項、語彙、読解の問題
	【思考・判断力・表現】 (30%)	・定期試験での作文問題 ・プレゼンテーション、発表
	【主体的に学習に取り組む態度】 (30%)	・グループ活動での取り組み ・作文課題、ワークシート提出 ・授業態度

評価の方法	<ul style="list-style-type: none"> ● 評価方法 : 定期試験における成績状況と提出物・小テスト・授業態度を加味し総合点を算出する。 ● 割合 : 定期試験 60-70 % 平常点 40-30 %
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教科書・副教材等	● 教科書 : 桐原書店 SKYWARD CLOUDS 3rd Edition(桐原書店)
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科目名 (教科名)		外国語 (フランス語)			
学年	2年	単位数	2	必修・選択・展開	選択
目的	1. 仏語の4技能の基礎力の定着を目指し、各課でのスキット発表をおこない発音、表現力を身につける。 2. フランス・ボルドー姉妹校とのPadletを使用した授業で実用的なコミュニケーション能力の学習に力点を置く。 3. 様々な観点からフランス語圏への文化理解を深め、より深い視点から言語を学び、新たなフランス語圏社会の発見、さらに新たな自分の発見にもつなげ、異文化間能力を養う。 4. フランス語検定、DelfDalf の取得。				
学期	授業の項目			内容	
1学期	L1. Le départ pour Paris L2. Une rencontre L3. Une proposition d'itinéraire L4. Une croisière nocturne L5. Le programme de voyage DVD : Paris・Versailles・Bourgogne ★フランス語でSMSを書こう！			・名詞・冠詞 ・êtreの直説法現在形、強制形、形容詞 ・avoirの直説法、否定形、指示形容詞 ・第1群規則動詞、第2群規則動詞、疑問形 ・近接未来・近接過去 ・文化理解、単語習得 復習 (誰かを誘う、誘われたときの対応)	
2学期	L6. Faire un achat L7. Au restaurant L8. Une carte postale L9. Une visite touristique L10. Un appel téléphonique DVD:Lyon・Chamonix・Hauterives・Camargue ★どんな住宅が好き？			・所有形容詞・疑問代名詞・疑問形容詞 ・命令形・非人称表現/レストランの注文の仕方 ・代名動詞・中性代名詞/手紙の書き方 ・比較級・最上級・指示代名詞/ 電話のかけかた ・直接目的語・間接目的語・受動態 ・文化理解、単語習得 復習 (自分の好みを伝え、相手の意見を聞き、意見をまとめる。)	
3学期	L11. Un courriel L12. Un message téléphonique DVD: Nice・ “パリのメトロミュージシャン” ★旅行記の作成。 ★ フランスの郷土料理			・複合過去・関係代名詞/ メールの書き方 ・複合過去・現在分詞・ジェロンディフ・半過去 ・文化理解、聞き取り、単語習得 ・文化理解、聞き取り、単語習得 復習 (フランスの架空の旅行記を作成する) ・レシピの読み方、文化理解、単語習得	
評価の観点	【知識・技能】 (%)	フランス語の学習を通して、言語やその運用についての知識を身に付けているとともに、フランス語圏の文化・慣習を理解し、異文化間能力を高めている。			・定期試験の知識問題 (例) 穴埋め、正誤判断
	【思考・判断力・表現】 (%)	フランス語の学習を通して、様々な観点から物事を考え、自分と異なった考えにも耳を傾けつつ、自らの言葉で考えを表現できている。			・定期試験の思考問題 (例) 仏作文、意見記述、 語句説明、論述問題 ・レポート・プレゼン・発表 ・話し合い
	【主体的に学習に取り組む態度】 (%)	自らの理解度を積極的に把握しようとしている。また、グループワーク、プレゼン、ボルドー校との交流などに主体的な態度でのぞめている。さらに、検定試験や外部コンクールなどに、興味・関心を持ち、取り組んでいる。			・振り返り ・授業態度・課題提出 ・レポート・プレゼン・発表 ・話し合い ・検定・コンクールetc. 参加
評価の方法と割合	● 評価方法 : 定期テスト及び提出物、授業への取り組み、スキット発表、また仏語検定、DELFFや外部コンクールへの取り組みなども総合的に評価する。 ● 割合 : 35 (中間), 35 (期末), 30 (平常点)				
教科書・副教材等	● 教科書 : Amélie et Kenzo plus rapide ● 副教材 : None				

科目名 (教科名)	フランス語 (外国語)				
学年	3	単位数	2	必修・選択・展開	選択

■ 授業の目的

1. 仏語の読む、聞く、書く、話すの4技能の基礎拡大を目指す。
2. フランコフォニー (フランス語圏) の国々の社会や歴史にも目をむけ、知識を深め、フランス語を通して広がる世界を体感するとともに、現在のフランス、フランコフォニーが抱えている問題等についても考え、異文化間能力を養う。
3. フランス・ボルドー校との定期的に同一テーマでの手紙の交換、padletを使用した授業、互いの文化紹介動画の紹介などの交流を通し、実用的、実践的なフランス語を身に着ける。
4. フランス語検定, DelfDalf の取得。

学期	授業の項目	内容
1 学期	★DVD «Les parapluie de Cherbourg» L 1. Les francophones dans le monde L 2. Les langues de France L 3. Le français en Europe L 4. Le français en Amérique de Nord L 5. Le français dans les Caraïbes ★学校紹介冊子の作成 ★様々な場面での会話練習 ★ Bordeaux校との文通	<ul style="list-style-type: none"> ・映画“シェルブールの雨傘”の字幕をグループで作成 －基礎文法の復習 －日常会話でよく使う表現、単語の習得 －アルジェリア戦争 ・世界のフランコフォニーについて ・フランスの言語について ・ヨーロッパのフランス語圏について ・北米のフランス語圏について ・カリブ海地域のフランス語圏について ・フランス語圏からの留学生のために、アサンプション高校での生活に必要な冊子をフランス語で作成する ・日常生活での会話 (発音) ・私の将来
2 学期	★世界の食を紹介しよう ★日本文化紹介DVD作成 L 6. Le français au Maghreb L 7. Le français en Afrique noire L 8. Le français en Asie du Sud-Est L 9. Le français dans le Pacifique L 10. Les institutions de la Francophonie ★フランス語圏の郷土料理を作る	<ul style="list-style-type: none"> ・世界各国の気候、食事の形態、名物料理を調べ、紹介シートを作成する。 1) フランス語でシナリオを作成し、動画を撮影、編集。 －基礎文法の復習 －発音/, 日常会話でよく使う表現、単語の習得 2) 完成したDVDをボルドー姉妹校に送付し、フィードバックをもらう。 ・マグレブのフランス語圏について ・ブラック・アフリカのフランス語圏について ・東南アジアのフランス語圏について ・大西洋のフランス語圏について ・フランコフォニー組織について ・文化理解 / 単語習得 / フランス語のレシピを読む
評価の 観点	【コミュニケーションへの関心・意欲・態度】	コミュニケーションに関心をもち、積極的に言語活動を行い、コミュニケーションを図ろうとする。
	【外国語表現の能力】	外国語で話したり書いたりして、自分の考えなどを表現している。
	【外国語理解の能力】	外国語を聞いたり読んだりして、話し手や書き手の意向などを理解している。
	【言語や文化についての知識・理解】	外国語の学習を通して、言語やその運用についての知識を身に付けているとともに、その背景にある文化などを理解している。
評価の 方法	● 評価方法 : 定期テスト及び提出物、授業への取り組み、プロジェクト発表、また仏語検定、DELTAや外部コンクールへの取り組みなども総合的に評価する ● 割合 : 35 (中間), 35 (期末), 30 (平常点)	
教科書等	● 教科書 : Destination Francophonie ● 副教材 : Les parapluie de Cherbourg	