学校番号	207

令和 8 年度　外国語科

教科	科目	単位数	指導学年	教材名・副教材名
Foreign Languages	Advanced English III	2	3	Original

1　担当者からのメッセージ（学習方法等）

Advanced English III is designed specifically to meet the needs of Japanese English as a Second Language (ESL) learners. The curriculum's main goal is to redress the balance of ESL 4 skills in the Japanese ESL curriculum. It is designed to support and compliment learners' work alongside the Ministry for Education Science Sports and Technology's ESL objectives which place a strong emphasis upon reading, comprehension, and understanding. The overall aim of the course is to build upon the foundations of the intermediate course and further instil independence in learners. There will be particular emphasis on the skills required to use language in real-world situations as well as consider academic language and phrasing which might be appropriate for an office environment or a university application. The course recognises a distinction between daily usage and language which is appropriate for assessment situations and gives learners an understanding of such.

The course will use a student-centred, Task-Based-Learning approach to learner development

The course will use a variety of original materials specifically designed to reflect current events, social themes, news, and cultural understanding. Materials will meet the requirements of the Central European Reference Framework for language assessment criteria C1 or C2. The materials will cover a broad range of subjects from the contemporary media, academic, and social genres with the aim of providing learners with a deep understanding of current social, educational, political, and economic issues.

２ 学習の到達目標（「CAN-DO リスト」の形での学習到達目標）

【第１学年】

領域	聞くこと	読むこと	話すこと （やり取り）	話すこと （発表）	書くこと
学習到達目標	L1. Identify and select relevant information L2. Understand ideas, opinions, and attitudes L3. Show understanding of the connections between ideas, opinions, and attitudes L4. Understand what is implied but not directly stated (gist, speaker's purpose, intention, and feelings) L5. Be able to describe information in infographics and other relevant materials	R1. Identify and select relevant information from guide books, infographics, and other similar materials R2. Understand ideas, opinions and attitudes in English language newspapers, magazine articles and internet opinion sites R3. Show understanding of the connections between ideas, opinions, and attitudes R4. Understand what is implied but not directly stated (gist, writer's purpose, intention, and feelings)	S1. Communicate ideas/opinions clearly, accurately, and effectively when brainstorming or taking part in group discussions S2. Develop responses and link ideas using a range of appropriate linking devices S3. Use a range of grammatical structures and vocabulary accurately and effectively S4. Engage in a conversation and contribute effectively to help move the conversation forward	S5. show control of pronunciation and intonation patterns S6. use a range of grammatical structures and vocabulary accurately and effectively S7. Use appropriate and relevant English to explain ideas and give information S8. Be able to summarise, explain and expand an idea based upon information received in graphics, written word, and presentations S9. Be able to give a short presentation in English using appropriate language to engage an audience and be understood	W1. Communicate information/ideas/ opinions clearly, accurately, and effectively W2. Organise ideas into coherent paragraphs using a range of appropriate linking devices W3. Use a range of grammatical structures and vocabulary accurately and effectively W4. Show control of punctuation and spelling W5. Use appropriate register and style/format for the given purpose and audience

3 学習評価(評価の観点と実施方法)

観点	a 知識・技能	b 思考・判断・表現	c 主体的に学習に取り組む態度
観点の趣旨	Learners will be aware of the nature of language and language-learning skills Learners will develop an understanding of how to use language for communication purposes, the purpose of expressing and exchanging ideas, and the purpose of giving and receiving information in a variety of situations Students will be comfortable with using English for daily conversation and frequently occurring themes including school life, hobbies, and will learn to understand English at native speeds with native pronunciation Learners will develop an understanding of context and appropriate language applications relating to contemporary situations	Learners will develop an understanding and interest in other cultures and ideas Learners will be introduced to English in practical situations and develop the skills needed to discuss infographics, graphs, data, news, and other relevant materials Learners will be able to use English effectively for the purpose of practical communication, be able to understand a range of social, historical, and current events in English. Further, learners will be willing and able to give their opinions on a range of subjects Form a solid foundation for the skills required for further study or employment using English as a means of communication Learners will discuss ideas in groups to find solutions and consider which is the most appropriate before presenting their findings Be exposed to materials of CEFR C1 level of around 750-1000 words	Learners will develop a desire to further their language skills Learners will be able to share ideas and express opinions through brainstorming and discussion. Learners will have both an opportunity and a desire to practice and perform their skills in a natural setting Develop a desire to study language and create autonomous learners through coaching and mentoring Learners will consider the opinions of others and make decisions on how and when to interject in conversations to continue a group discussion Learners will be able to value and respect other's opinions
上に示す観点に基づいて、学習のまとまり（領域）ごとに評価し、学年末に 5 段階の評定にまとめます。 学習内容に応じて、それぞれの観点を適切に配分し、評価します。			

4　学習の活動

学期	課 “題材名”	領域	評価規準	評価方法
1	**Lesson 1 - Lesson 18**	Listening	a: Learners listen to a wide range of listening covering short conversations, daily life, culture, business, and society b: Learners consider how information relates to their daily lives and how their ideas and learning across a variety of subjects related to the class topics Learners consider global societies and how they compare with Japanese social and business environments c: Learners will be exposed to and gain an understanding of a variety of topics and themes which they will be able to interpret and discuss	Regular Listening Tests End of Term Test (Listening Section)
		Speaking	a: Learners will learn how to structure an answer and in which situation a certain response would be appropriate Learners will develop an understanding of a variety of vocabulary and grammar structures and be able to assimilate them into their own answers b: Learners will consider similarities, differences, and the reasoning behind them. They will express their opinions about such and interact with classmates to reach consensus, draw argument, and give information c: Learners will have to deal with new information and so need to develop new vocabulary and new expressions to explain their opinions.	Class discussion, class contribution
		Reading	a: Learners will be exposed to and understand a variety of phrases and expressions which relate to daily communication, communication in specific situations, and theoretical or academic expressions b: Learners will read short passages and explanations of information relevant to the course lessons. They will need to interpret meaning, gist, nuance, and purpose c: Learners will get an overview of a subject by reading short passages, analysing them for meaning, purpose and gist, and discussing them with classmates	Class Contribution Writing Activities
		Writing	a: Learners will practice and perform a written summary of the course materials. They will be exposed to academic writing styles and learn to paraphrase without plagiarising. Learners will practice paraphrasing and the construction of concise answers in order to meet the limited word count of university entrance exams. b: Learners will be able to arrange sentences into a coherent paragraph and present only the most important or relevant information c: Learners will be able to judge the situation and express themselves in language appropriate to it.	Writing Activities and End of Term Test (Writing Section)

Lesson	Theme
1 – 3	Business and Social Culture: What is Success?
4 – 6	Social Change: What Problems Affect the Modern Family?
7 – 9	Economics: Tourism, Over-tourism, and How Japan Should Refocus Its Marketing
10 – 12	Social Change: What are the Advantages and Disadvantages of Integrated Resorts?
13 – 15	Digital Natives and Generation Z: Culture and Communication in the Workplace
16 – 18	Business and Social Culture: How will Online Shopping Transform our Cities?

学期	課 “題材名”	領域	評価規準	評価方法
2	**Lesson 19 – Lesson 32** Debating and Discussion	Listening	a: Learners will listen to a variety of English which covers debate, advantages and disadvantages, and learn to pick up specific information which supports a particular opinion or argument b: Learners will consider how information can be interpreted, develop critical thinking skills to analyse whether information is pertinent to the argument c: Learners will learn to distinguish between opinion and fact and how to use these to support an argument	Class Contribution, Performance, and End of Term Test
		Speaking	a: Learners will learn to use data and fact to support an argument with supporting phrases b: Learners will practice debating and contrasting the ideas of various input sources c: Learners will have difficulty in giving any kind of opinion or even answering the question appropriately.	Class Contribution and Performance
		Reading	a: Learners will be presented with agreeing and opposing information and develop the ability to pick up information which supports or rebuts an argument b: Learners will decipher opinion and facts as well as understand what supporting sentences, evidence, and data are and how they reinforce an argument c: Learners will have difficulty in understanding the overall information and in making sense of what they have read. They would be unable to give an opinion on the topic after reading the passage.	Reading and summary writing Retelling
		Writing	a: Learners will practice presenting a balanced argument which shows elements of critical thinking b: Learners will learn to support an argument with data, fact, and opinion using ideas presented in reading or listening materials c: Learners will practise comparing and contrasting ideas to give a well-rounded argument	End of Term Test (Writing Section)

Lessons	Theme
19 – 21	Social Value: Should Funding for the Arts be Cut or Increased?
22 – 24	Social Change: Should the Death Penalty be Abolished?
25 – 27	Social Change: Should We Ban AI?
28 – 30	Marketing Psychology: Are Reward Schemes Effective?
31 – 32	Gender and Discrimination: Are Gender Gaps Necessary?

学期	課 “題材名”	領域	評価規準	評価方法
2	**Lesson 33 - Lesson 44** Writing and Grammar	Listening	a: Learners will practice listening to a variety of materials ranging from short, daily conversation through to longer, academic materials. b: Listening materials will be selected pursuant to the needs of learners and make use of past recordings from their first choice universities c: Learners will dissect and analyse materials to gain a deep understanding of the content and work to understand the traps often found in listening tests.	Regular Listening Tests Class Contribution and Performance End of Year Test
		Speaking	a: Learners will focus upon giving short and concise answers to questions b: To support learners' writing skills, speeches will focus upon topics typically seen in university exams and interviews c: Learners will practice interview techniques, including manners and consider the appropriate phrasing for such situations	Class Contribution and Performance
		Reading	a: Learners will be presented with information from academic resources and business journals. b: Learners will need to research and find appropriate information using the Internet, digest this and practise paraphrasing c: Learners will gain an understanding of the overall information and be able to make sense of what they have read. They would be able to give an opinion on the topic after reading the passage.	Class Contribution and Performance
		Writing	a: Learners will consider how to present information pursuant to audience, purpose, and understanding. Learners will consider the various ways in which language can be used to convey meaning during translation and how best to paraphrase difficult and complex Japanese nuance into English through phrasing. b: Learners will practice presenting information to tell meaning, merit, and purpose. Learners will consider the best approach to display understanding and critical thinking in answers subject to word limits c: Learners will be able to utilize English phrasing and grammar structures considered relevant to the university entrance exams and essay writing in their future studies and career path	Regular Writing Assignments End of Year Test
	End of Term Test			

学期	課 “題材名”	領域	評価規準	評価方法
3	**Lesson 45 - Lesson 48** Writing and Grammar	Listening	a: Learners will practice listening to a variety of materials ranging from short, daily conversation through to longer, academic materials. Learners will consider the most appropriate format for note taking pursuant to the instructions given for the listening section. Learners will dissect and analyse materials to gain a deep understanding of the content and work to understand the traps often found in listening tests. b: Listening materials will be selected pursuant to the needs of learners and make use of past recordings from their first choice universities c: Learners will have difficulty in understanding even phrases from the listening and would be unable to summarise or explain the main themes of the passage.	Class Contribution and Performance End of Year Test
		Speaking	a: Learners will focus upon giving short and concise answers to questions b: To support learners’ writing skills, speeches will focus upon topics typically seen in university exams and interviews c: Learners will practice interview techniques, including manners and consider the appropriate phrasing for such situations	Class Contribution and Performance
		Reading	a: Learners will be presented with information from academic resources and business journals. b: Learners will need to digest this and practise paraphrasing, answering questions designed at testing their understanding, and practice relevant skills such as Reading for Specific Information and Reading for Gist c: Learners will have difficulty in understanding the overall information and in making sense of what they have read. They would be unable to give an opinion on the topic after reading the passage.	Class Contribution and Performance
		Writing	a: Learners will consider how to present information pursuant to audience, purpose, and understanding b: Learners will practice presenting information to tell meaning, merit, and purpose c: Learners will practice writing both in depth and short concise answers. They will consider in which situation various styles will be appropriate They will further consider how to best phrase answers to ensure that they are answering specific questions through the use of past examples of university writing questions.	Class Writing
	End of Term Test			

表中の観点について　a:知識・技能　b:思考・判断・表現　c:主体的に学習に取り組む態度