

[Grade 5] Unit 1 Hello, everyone.

Make a name card and introduce yourself to build closer relationships with your classmates.

[Speaking (Presentation)] Introduce themselves by telling their names and what they like.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand expressions such as "How do you spell it?", "What ... do you like? I like ...", etc. <Knowledge> Talk about names and favorite things. <Skill> [Evaluation Item: Use of words, phrases, and expressions.]	The student is telling others their name and things they like <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others their name and things they like <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty telling others their name and things they like.
Think, Decide, Express	<ul style="list-style-type: none"> In order to <u>get along</u> with classmates, talk about their own names and things they like using simple words, phrases, and basic expressions. [Evaluation Item: Organizing and arranging ideas]	In order to build closer relationships with their classmates, the student is presenting their name and things they like <u>while using examples from the textbook as a reference and expanding on the topic.</u>	In order to build closer relationships with their classmates, the student is presenting their name and things they like <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their own thoughts about their name and the things they like when they attempt to build closer relationships with their classmates.
Active attitude towards learning	<ul style="list-style-type: none"> In order to <u>get along</u> with classmates, try to talk about their own names and things they like using simple words, phrases, and basic expressions. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to build closer relationships with their classmates, the student is trying to present in a manner that is easy to understand for the listener <u>by devising gestures and presentation materials.</u>	In order to build closer relationships with their classmates, the student is trying to present in a manner that is easy to understand for the listener <u>by providing presentation materials in an effective way.</u>	Without help, the student has difficulty presenting in a manner that is easy to understand for the listener when they attempt to build closer relationships with their classmates.

[Example Dialogue]

A: Hi.
 B: Hi.
 A: My name is Nina. I like basketball. Here you are.
 B: Thank you. My name is Takumi. I like soccer.
 A: You like soccer. I see.
 B: Here you are.
 A: Thank you.
 * The student uses additional expressions when handing over their name card.
 * The student uses additional words to respond to what other have said.

[Example Dialogue]

A: Hi. My name is Nina. I like basketball.
 B: My name is Takumi. I like soccer.
 A: Thank you.

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.
 * The student communicates using individual words rather than sentences.
 * The student does not speak clearly enough to be heard by others.

[Grade 5] Unit 2 When is your birthday?

Ask others their birthday to get to know each other better.

[Speaking (Interaction)] Ask others their birthday and what they want for their birthday.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand expressions such as "When is your birthday?," "What do you want for your birthday?," etc. <Knowledge> Have the necessary skills to tell others their birthday and what they want for their birthday. <Skill> [Evaluation Item: Use of words, phrases, and expressions]	The student is asking and responding about birthdays and birthday presents <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is asking and responding about birthdays and birthday presents <u>using either newly learned words, phrases, or expressions.</u>	Without help, the student has difficulty asking and responding about birthdays and birthday presents.
Think, Decide, Express	<ul style="list-style-type: none"> Use simple words and phrases and basic expressions to communicate with others about their birthday and what they want for their birthday to get to know each other better. [Evaluation Item: Conversation flow]	In order to learn more about their classmates, the student is asking and responding about birthdays and birthday presents <u>while using additional phrases to respond to their classmates.</u>	In order to learn more about their classmates, the student is asking and responding about birthdays and birthday presents <u>while using expressions to respond to their classmates.</u>	Without help, the student has difficulty communicating their ideas and responding to their classmates when they attempt to learn more about their classmates.
Active attitude towards learning	<ul style="list-style-type: none"> Try to use simple words and phrases and basic expressions to communicate with others about their birthday and what they want for their birthday to get to know each other better. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to learn more about their classmates, the student is trying to ask questions and respond <u>while devising gestures to ensure that their thoughts are easier to follow and checking how much their classmates are able to understand.</u>	In order to learn more about their classmates, the student is trying to ask questions and respond <u>clearly so that their classmates understand, while nodding or otherwise indicating understanding as their classmates speak.</u>	Without help, the student has difficulty trying to ask questions and respond while paying attention to their classmates when they attempt to learn more about their classmates.

[Example Dialogue]

A: When is your birthday?
 B: My birthday is December 3rd.
 A: Excuse me?
 B: December 3rd.
 A: Oh, I see. What do you want for your birthday?
 B: I want a sweater.
 A: What color do you like?
 B: I like green.
 A: You want a green sweater. OK.

- * The student asks their partner to repeat themselves.
- * The student responds to what their partner says.
- * The student tries to elicit more information from their partner.
- * The student repeats what their partner says for confirmation.

[Example Dialogue]

A: When is your birthday?
 B: My birthday is December 3rd.
 A: December 3rd. What do you want for your birthday?
 B: I want a sweater.
 A: You want a sweater.

[Example with points of improvement]

- * The student has difficulty using learned expressions that appear repeatedly in textbooks.
- * The student communicates using individual words rather than sentences.
- * The student does not speak clearly enough to be heard by others.

[Grade 5] Unit 3 What subjects do you like?

Present "My Schedule" to communicate your interests and what you care about.

[Speaking (Presentation)] Present "My Schedule" and your favorite subject.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand expressions such as "What subjects do you like?," "What do you have on ...? I have", etc. <Knowledge> Have the necessary skills to talk about favorite subjects and schedules. <Skill> [Evaluation Item: Use of words, phrases, and expressions] 	The student is telling others about their favorite subjects and schedule <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others about their favorite subjects and schedule <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty telling others about their favorite subjects and schedule.
Think, Decide, Express	<ul style="list-style-type: none"> In order to convey interests and what you care about, create a schedule and present it using simple words and phrases and basic expressions. [Evaluation Item: Organizing and arranging ideas] 	In order to share their hobbies and interests, the student is presenting their favorite subjects and schedule <u>while using examples from the textbook as a reference and expanding on the topic.</u>	In order to share their hobbies and interests, the student is presenting their favorite subjects and schedule <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about their "My Schedule" when they attempt to share their hobbies and interests.
Active attitude towards learning	<ul style="list-style-type: none"> In order to convey interests and what you care about, try to create a schedule and present it using simple words and phrases and basic expressions. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts] 	In order to share their hobbies and interests, the student is trying to present in a manner that is easy to understand for the listener <u>by devising gestures and presentation materials.</u>	In order to share their hobbies and interests, the student is trying to present in a manner that is easy to understand for the listener <u>by providing presentation materials in an effective way.</u>	Without help, the student has difficulty presenting in a manner that is easy to understand for the listener when they attempt to share their hobbies and interests.

[Example Dialogue]

Hello. Look.

I have P.E., social studies, science, animals, vegetables, and home economics on Thursday.

I have animals on Thursday.

I have vegetables on Thursday, too.

I like animals and vegetables.

* The student asks their classmates to shift their attention to their "My Schedule".

* The student highlights their own original subjects and supplements explanations.

[Example Dialogue]

Hello.

I have P.E., social studies, science, animals, vegetables and home economics on Thursday.

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.

* The student communicates using individual words rather than sentences.

* The student does not speak clearly enough to be heard by others.

[Grade 5] You can do it! 1 Find out what you have in common through the One-minute Talk.

Have conversations to find out what you have in common with your teacher and classmates.

[Speaking (Interaction)] Have a conversation on the spot to find out what you have in common with the other person.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<p>- Understand expressions covered in Units 1 to 3, such as "What do you like?," "When is your birthday?," etc., as well as related vocabulary. <Knowledge></p> <p>- Have the necessary skills to communicate with others about favorite things, birthdays, and birthday wishes. <Skill></p> <p>[Evaluation Item: Use of words, phrases, and expressions]</p>	The student is asking and responding about things they like, birthdays, and/or birthday presents <u>making full use of previously learned words, phrases, and expressions.</u>	The student is asking and responding about things they like, birthdays, and/or birthday presents <u>using either previously learned words, phrases, or expressions.</u>	Without help, the student has difficulty asking and responding about things they like, birthdays, and/or birthday presents.
Think, Decide, Express	<p>- Choose a topic and have one-minute conversations to find out what you have in common with your teacher and classmates using simple words, phrases, and basic expressions.</p> <p>[Evaluation Item: Conversation flow]</p>	In order to find out what they have in common with their teacher/classmates, the student is asking and responding about things they like, birthdays, and birthday presents <u>while using additional phrases to respond to their teacher/classmates.</u>	In order to find out what they have in common with their teacher/classmates, the student is asking and responding about things they like, birthdays, and birthday presents <u>while using expressions to respond to their teacher/classmates.</u>	Without help, the student has difficulty communicating their ideas and responding to their teacher/classmates when they attempt to find out what they have in common with their teacher/classmates.
Active attitude towards learning	<p>- Try to choose a topic and have one-minute conversations to find out what you have in common with your teacher and classmates using simple words, phrases, and basic expressions.</p> <p>[Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]</p>	In order to find out what they have in common with their teacher/classmates, the student is trying to ask questions and respond <u>while devising gestures to ensure that their thoughts are easier to follow and checking how much their teacher/classmates are able to understand.</u>	In order to find out what they have in common with their teacher/classmates, the student is trying to ask questions and respond <u>clearly so that their teacher/classmates understand, while nodding or otherwise indicating understanding as their teacher/classmates speak.</u>	Without help, the student has difficulty asking questions and responding while paying attention to their teacher/classmates when they attempt to find out what they have in common with their teacher/classmates.

[Example Dialogue]

ALT: Hello.

S: Hello. What subjects do you like?

ALT: Well... I like P.E.

S: You like P.E. I like P.E.,too. I like sports very much. How about you?

ALT: Me, too. I like rugby.

S: Oh, you like rugby. I see. I like swimming.

ALT: Oh, you like swimming. Nice.

S: I like your T-shirt.

ALT: Thank you.

S: Do you like blue?

ALT: Yes. I like blue very much.

S: I like blue, too.

* The student repeats what their partner says for confirmation.

* The student explains why they like what they like.

* After giving a reason, the student asks their partner a question to try to continue the conversation.

* The student tries to look for topics to keep the conversation going.

[Example Dialogue]

ALT: Hello.

S: Hello. What subjects do you like?

ALT: I like P.E.

S: I like P.E.,too. What sport do you like?

ALT: I like rugby.

S: I see. Do you like sports?

ALT: Yes. I like sports. How about you?

S: I like sports, too

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.

* The student communicates using individual words rather than sentences.

* The student does not speak clearly enough to be heard by others.

[Grade 5] Unit 4 He can run fast. She can do *kendama*.

Present quizzes with hints to get to know your friends and teachers better.

[Speaking (Presentation)] Describe the things that someone close to you can and can't do.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand expressions such as "Can you ...?," "He/She can/can't ..," etc. <Knowledge> Have the necessary skills to talk about what your friends and teachers can and cannot do. <Skill> [Evaluation Item: Use of words, phrases, and expressions]	The student is telling others about things their friends and teachers can and cannot do <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others about things their friends and teachers can and cannot do <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty telling others about things their friends and teachers can and cannot do.
Think, Decide, Express	<ul style="list-style-type: none"> Create and present a quiz using simple words, phrases, and basic expressions to get to know your teacher and classmates better. [Evaluation Item: Organizing and arranging ideas]	In order to learn more about their friends and teachers, the student is presenting things their friends and teachers can and cannot do <u>by using examples from the textbook as a reference, expanding on the topic,</u> and creating a quiz.	In order to learn more about their friends and teachers, the student is presenting things their friends and teachers can and cannot do <u>by using examples from the textbook as a reference</u> and creating a quiz.	Without help, the student has difficulty presenting their ideas about things their friends and teachers can and cannot do when they attempt to learn more about their friends and teachers.
Active attitude towards learning	<ul style="list-style-type: none"> Try to create and present a quiz using simple words, phrases, and basic expressions to get to know your teacher and classmates better. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to learn more about their friends and teachers, the student is trying to present in a manner that is easy to understand for the listener <u>by devising gestures and presentation materials.</u>	In order to learn more about their friends and teachers, the student is trying to present in a manner that is easy to understand for the listener <u>by providing presentation materials in an effective way.</u>	Without help, the student has difficulty presenting in a manner that is easy to understand for the listener when they attempt to learn more about their friends and teachers.

[Example Dialogue]
 A: Hello, everyone. We have a quiz.
Look. This is our teacher.
 B: She can't dance.
 C: She can sing well. Who is she?
 (S1: She is Ms. Nishida?)
 D: No.
 (S2: Hint, please.)
 D: She can play the piano. She can't ride a unicycle.
 (S3: She is Ms. Kita?)
 A: Yes, she is. She is Ms. Kita.
 (S3: Oh, I see.)

* The student addresses the audience effectively.
 * The student improvises to add multiple hints.

[Example Dialogue]
 A: This is our teacher.
 B: She can't dance.
 C: She can sing well.
 D: She can play the piano. Who is she?
 (S: She is Ms. Kita?)
 A: Yes. She is Ms. Kita.

[Example with points of improvement]
 * The student has difficulty using learned expressions that appear repeatedly in textbooks.
 * The student communicates using individual words rather than sentences.
 * The student does not speak clearly enough to be heard by others.

[Grade 5] Unit 5 My hero is my brother.

Introduce their heroes in order to convey their interests.

[Writing] Write about somebody’s job and personality.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand the expressions and related vocabulary, such as “Who is this?” and “He/She is is...”. <Knowledge> Have the necessary skills to write on the four lines to describe family relationships, jobs, personalities etc. of their heroes. <Skill> [Evaluation Item: Use of words, phrases, and expressions]	With attention paid to word order, the student is writing <u>correctly</u> about their hero <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	With attention paid to word order, the student is writing about their hero <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty writing about their hero.
Think, Decide, Express	<ul style="list-style-type: none"> In order to express interest, write about the job and personality of their heroes using simple words, phrases, and basic expressions. [Evaluation Item: Organizing and arranging ideas]	In order to share their hobbies and interests, the student is writing a passage to introduce their hero <u>while using examples from the textbook as a reference and expanding on the topic.</u>	In order to share their hobbies and interests, the student is writing a passage to introduce their hero <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty writing a passage to introduce their hero when they attempt to share their hobbies and interests.
Active attitude towards learning	<ul style="list-style-type: none"> In order to express interest, try to write about the job and personality of their heroes using simple words, phrases, and basic expressions. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to share their hobbies and interests, the student is trying to present information in a manner that is easy to understand for the reader by <u>write correctly and carefully, rereading what they wrote, and making necessary fixes.</u>	In order to share their hobbies and interests, the student is trying to present information in a manner that is easy to understand for the reader by <u>writing carefully.</u>	Without help, the student has difficulty writing in a manner that is easy for the reader to understand when they attempt to share their hobbies and interests.

[Example Text]

(My Hero)
(Name:) Abe Uta
She is an athlete.

She can do Judo.
She is strong and brave.
She is cute, too.

* The student includes more detailed information.

[Example Text]

(My Hero)
(Name:) Abe Uta
She is an athlete.
She is brave.

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.

[Grade 5] Unit 5 My hero is my brother.

Unit goal Introduce their heroes in order to convey their interests.

[Speaking (Presentation)] Introduce their heroes by describing their job and personality.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand the expressions and related vocabulary, such as "Who is this?" and "He/She is is...". <Knowledge> Have the necessary skills to talk about the family relationships, job, personality, etc. of their hero. <Skill> [Evaluation Item: Use of words, phrases, and expressions]	The student is telling others about their hero <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others about their hero <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty telling others about their hero.
Think, Decide, Express	<ul style="list-style-type: none"> In order to express interest, give a presentation about the job and personality of their hero using simple words, phrases, and basic expressions. [Evaluation Item: Organizing and arranging ideas]	In order to share their hobbies and interests, the student is presenting about their hero <u>while using examples from the textbook as a reference and expanding on the topic.</u>	In order to share their hobbies and interests, the student is presenting about their hero <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about their hero when they attempt to share their hobbies and interests.
Active attitude towards learning	<ul style="list-style-type: none"> In order to express interest, try to give a presentation about the job and personality of their hero using simple words, phrases, and basic expressions. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to share their hobbies and interests, the student is trying to present in a manner that is easy to understand for the listener <u>by devising gestures and presentation materials.</u>	In order to share their hobbies and interests, the student is trying to present in a manner that is easy to understand for the listener <u>by providing presentation materials in an effective way.</u>	Without help, the student has difficulty presenting in a manner that is easy to understand for the listener when they attempt to share their hobbies and interests.

[Example Dialogue]

Hello, everyone.
Look at this.
 She is Abe Uta.
 She is an athlete.
She can do judo very well.
 She is strong and brave.
She is cute, too.
She is my hero.

* The student addresses the audience to gain their attention.
 * The student includes more detailed information.

[Example Dialogue]

My Hero is Abe Uta.
 She is an athlete.
 She is brave.

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.
 * The student communicates using individual words rather than sentences.
 * The student does not speak clearly enough to be heard by others.

[Grade 5] Unit 6 Where is the library?

Think of an ideal town where everyone can live comfortably and give others directions to navigate your ideal town.

[Speaking (Interaction)] Give and receive directions to navigate your ideal towns.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<p>· Understand expressions such as "Where is ...?", "It's on/in/under/by ...", "Go straight for.... Turn right/left ...", etc. <Knowledge></p> <p>· Have the necessary skills to communicate with others about things they can find indoors and facilities in town, such as where they are located and directions to get there. <Skill></p> <p>[Evaluation Item: Use of words, phrases, and expressions]</p>	The student is asking and responding about things they can find indoors and facilities in town <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is asking and responding about things they can find indoors and facilities in town <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty asking and responding about things they can find indoors and facilities in town.
Think, Decide, Express	<p>· Think of an ideal town where everyone can live comfortably and give others directions using simple words, phrases, and basic expressions.</p> <p>[Evaluation Item: Conversation flow]</p>	In order to help others navigate their "Ideal Town", the student is asking and responding about facilities in town and directions to them <u>while using additional phrases to respond to their classmates.</u>	In order to help others navigate their "Ideal Town", the student is asking and responding about facilities in town and directions to them <u>while using expressions to respond to their classmates.</u>	Without help, the student has difficulty communicating their ideas and responding to their classmates when they attempt to help others navigate their "Ideal Town."
Active attitude towards learning	<p>· Try to think of an ideal town where everyone can live comfortably and give others directions using simple words, phrases, and basic expressions.</p> <p>[Evaluation Item: consideration for the other person, Devising ways to convey thoughts]</p>	In order to help others navigate their "Ideal Town", the student is trying to ask questions and respond <u>while devising gestures to ensure that their thoughts are easier to follow and checking how much their classmates are able to understand.</u>	In order to help others navigate their "Ideal Town", the student is trying to ask questions and respond <u>clearly so that their classmates understand, while nodding or otherwise indicating understanding as their classmates speak.</u>	Without help, the student has difficulty trying to ask questions and respond while paying attention to their classmates when they attempt to help others navigate their "Ideal Town".

[Example Dialogue]

A: Welcome to our town.
 B: Look. This is a big park. It's Rainbow Park. You can enjoy skateboarding.
 S: That's nice. Where is the park?
 A: (The student incorporates a gesture.) Go straight. Turn right at the second corner. You can see it on your left.
 S: Go straight. Turn right at the second corner. I can see it on my left. OK?
 A: That's right.

* The student includes detailed explanations of the facilities they came up with.
 * The student devises gestures to make it easier for their partners to understand.
 * The student repeats the directions they were given for confirmation.

[Example Dialogue]

A: Welcome to our town.
 B: Look. This is Rainbow Park.
 S: That's nice. Where is the park?
 A: Go straight. Turn right at the second corner. You can see it on your left.
 S: OK. Thank you.
 A: You're welcome.

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.
 * The student communicates using individual words rather than sentences.
 * The student does not speak clearly enough to be heard by others.

[Grade 5] You can do it! 2 Write an “Everyone is Special” poem.

Create and present a poem that shows appreciation for people’s differences.

[Writing] Create a poem that shows appreciation for the differences between people.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand the expressions covered in Unit 4 to 5, such as “I can/can’t...,” “He/she can...,” etc., as well as related vocabulary. <Knowledge> Have the necessary skills to trace and copy words and phrases to convey the things that you and people close to you can and cannot do. <Skill> <p>[Evaluation Item: Use of words, phrases, and expressions]</p>	With attention paid to word order, the student is writing about what they and others close to them can and cannot do <u>making full use of previously learned words, phrases, and expressions.</u>	With attention paid to word order, the student is writing about what they and others close to them can and cannot do <u>using either previously learned words, phrases, or expressions.</u>	The student has difficulty writing about what they and others close to them can and cannot do.
Think, Decide, Express	<ul style="list-style-type: none"> Write words and phrases on a worksheet and create a poem that acknowledges people’s differences in order to get to know others better. <p>[Evaluation Item: Organizing and arranging ideas]</p>	In order to get to know others better, the student is writing their “Everyone is Special” poem <u>while using examples from the textbook as a reference and expanding on the topic.</u>	In order to get to know others better, the student is writing their “Everyone is Special” poem <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty writing their “Everyone is Special” poem when they attempt to get to know others better.
Active attitude towards learning	<ul style="list-style-type: none"> Try to write words and phrases on a worksheet and create a poem that acknowledges people’s differences in order to get to know others better. <p>[Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]</p>	In order to get to know others better, the student is trying to present information in a manner that is easy to understand for the reader by <u>writing correctly and carefully, rereading what they wrote, and making necessary fixes.</u>	In order to get to know others better, the student is trying to present information in a manner that is easy to understand for the reader by <u>writing carefully.</u>	Without help, the student has difficulty writing in a manner that is easy for the reader to understand when they attempt to get to know others better.

[Example Text]
(Everyone Is Special)

I'm Riya.
I can't play soccer.
I can run fast.
I can't play the violin.
I can play the piano.
I'm special.

This is Sora.
He can't run fast.
He can dance well.
He can't play the piano.
He can play the recorder.
He is amazing.

* The student compares and contrast the things that each person can and cannot do.

[Example Text]
(Everyone Is Special)

I'm Riya.
I can't play soccer.
I can cook well.
I'm special.

This is Sora
He can't cook well.
He can dance well.
He is amazing.

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.

[Grade 5] You can do it!2 Write an “Everyone is Special” poem.

Create and present a poem that shows appreciation for people’s differences.

[Speaking (Presentation)] Create and present a poem that shows appreciation for people’s differences.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand the expressions covered in Unit 4 to 5, such as “I can/can’t...,” “He/she can...,” etc., as well as related vocabulary. <Knowledge> Have the necessary skills to talk about what you and the people close to you can and cannot do. <Skill> [Evaluation Item: Use of words, phrases, and expressions]	The student is telling others about things they and others close to them can and cannot do <u>making full use of previously learned words, phrases, and expressions.</u>	The student is telling others about what they and others close to them can and cannot do <u>using either previously learned words, phrases, or expressions.</u>	The student has difficulty telling others about what they and others close to them can and cannot do.
Think, Decide, Express	<ul style="list-style-type: none"> Create and present a poem using simple words, phrases, and basic expressions to show appreciation for the differences between yourself and those close to you in order to get to know each other better. [Evaluation Item: Organizing and arranging ideas]	In order to get to know others better, the student is presenting about the strengths of each person <u>while using examples from the textbook as a reference and expanding on the topic.</u>	In order to get to know others better, the student is presenting about the strengths of each person <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about the strengths of each person when they attempt to get to know others better.
Active attitude towards learning	<ul style="list-style-type: none"> Try to create and present a poem using simple word, phrases, and basic expressions to show appreciation for the differences between yourself and those close to you in order to get to know each other better. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to get to know others better, the student is trying to present in a manner that is easy to understand for the listener <u>by devising gestures and presentation materials.</u>	In order to get to know others better, the student is trying to present in a manner that is easy to understand for the listener <u>by providing presentation materials in an effective way.</u>	Without help, the student has difficulty presenting in a manner that is easy to understand for the listener when they attempt to get to know others better.

[Example Dialogue]

(Everyone is special.)

I'm Riya.

I can't play soccer.

I can cook well.

I can't play the violin.

I can play the piano.

I can play the ABC song.

I'm special.

This is Sora.

He can't cook well.

He can dance well.

He can't play the piano.

He can play the recorder.

He can play the ABC song, too.

He is amazing.

* The student expands on the topic beyond what is written on the worksheet.

[Example Dialogue]

(Everyone is special.)

I'm Riya.

I can't play soccer.

I can cook well.

I'm special.

This is Sora

He can't cook well.

He can dance well.

He is amazing.

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.

* The student is not able to include the content written on the worksheet.

[Grade 5] Unit 7 What would you like?

To promote local specialties, think of original dishes and order them from each other.

[Speaking (Interaction)] Order dishes and ask about prices during your exchange.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand expressions such as "What would you like?," "How much is it?," etc. <Knowledge> Have the necessary skills to use polite expressions to order food and ask about prices. <Skill> [Evaluation Item: Use of words, phrases, and expressions]	The student is asking and responding about original dishes <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is asking and responding about original dishes <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty asking and responding about original recipes.
Think, Decide, Express	<ul style="list-style-type: none"> To promote local specialties, come up with original dishes and order from each other using simple words, phrases, and basic expressions. [Evaluation Item: Conversation flow]	In order to promote local specialties, the student is asking and responding about original dishes <u>while using additional phrases to respond to their classmates.</u>	In order to promote local specialties, the student is asking and responding about original dishes <u>while using expressions to respond to their classmates.</u>	Without help, the student has difficulty communicating their ideas and responding to their classmates when they attempt to promote local specialties.
Active attitude towards learning	<ul style="list-style-type: none"> To promote local specialties, try to come up with original dishes and order from each other using simple words, phrases, and basic expressions. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to promote local specialties, the student is trying to ask questions and respond <u>while devising gestures to ensure that their thoughts are easier to follow and checking how much their classmates are able to understand.</u>	In order to promote local specialties, the student is trying to ask questions and respond <u>clearly so that their classmates understand, while nodding or otherwise indicating understanding as their classmates speak.</u>	Without help, the student has difficulty trying to ask questions and respond while paying attention to their classmates when they attempt to promote local specialties.

[Example Dialogue]

A: Hello. Welcome to our restaurant. You can enjoy Fukuoka food. Look at the menu.
 BC: Thank you.
 D: This is *Kara Chiki Don*. It's rice with chicken, onion, chili sauce and mentaiko. It's spicy.
 B: How much is it?
 D: It's 450 yen.
 A: This is *Amao* parfait. It's strawberries, pudding and ice cream. It's sweet.
 C: It's nice! How much is it?
 A: It's 500 yen. What would you like?
 B: Let's see. I'd like *Amao* Parfait.
 C: I'd like *Kara Chiki Don*.
 D: Sure.

* The student includes detailed explanations of the original dishes they came up with.
 * The student uses additional phrases to keep the conversation going.

[Example Dialogue]

A: Hello. Welcome to our restaurant.
 BC: Thank you.
 D: This is *Kara Chiki Don*.
 B: How much is it?
 D: It's 450 yen.
 A: This is *Amao* parfait.
 C: How much is it?
 A: It's 500 yen. What would you like?
 B: I'd like *Amao* Parfait.
 C: I'd like *Kara Chiki Don*.
 D: OK.

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.
 * The student communicates using individual words rather than sentences.
 * The student does not speak clearly enough to be heard by others.

[Grade 5] Unit 8 This is my town.

Make a pamphlet and introduce your town's attractions to others.

[Writing] Write about what can be found in your town and what can be done there.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand expressions such as "We have....," "You can see/eat/enjoy...." etc., as well as related vocabulary. <Knowledge> Have the necessary skills to write sentences about things that can be found or done in town on the four lines. <Skill> [Evaluation Item: Use of words, phrases, and expressions]	With attention paid to word order, the student is writing <u>correctly</u> about their town <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	With attention paid to word order, the student is writing about their town <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty writing about their town.
Think, Decide, Express	<ul style="list-style-type: none"> In order to convey your town's attractions, create a pamphlet introducing the town using simple words, phrases, and basic expressions. [Evaluation Item: Organizing and arranging ideas] 	In order to convey the appeal of their town, the student is writing text for a pamphlet to introduce their town <u>while using examples from the textbook as a reference and expanding on the topic.</u>	In order to convey the appeal of their town, the student is writing text for a pamphlet to introduce their town <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty writing text for a pamphlet to introduce their town when they attempt to convey the appeal of their town.
Active attitude towards learning	<ul style="list-style-type: none"> In order to convey your town's attractions, try to create a pamphlet introducing the town using simple words, phrases, and basic expressions. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts] 	In order to convey the appeal of their town, the student is trying to present information in a manner that is easy to understand for the reader by <u>writing correctly and carefully, rereading what they wrote, and making necessary fixes.</u>	In order to convey the appeal of their town, the student is trying to present information in a manner that is easy to understand for the reader by <u>writing carefully.</u>	Without help, the student has difficulty writing in a manner that is easy for the reader to understand when they attempt to convey the appeal of their town.

[Example Text]
 Welcome to Kumagaya.
 This is our town.
 We have Kumagaya Sakura
 Tsutsumi.
 You can see cherry blossoms.
You can eat choco banana.
It's delicious.
 * When introducing features of their town, the student expands on the topic.

[Example Text]
 Welcome to Kumagaya.
 We have Kumagaya Sakura
 Tsutsumi.
 You can see cherry blossoms.

[Example with points of improvement]
 * The student has difficulty using learned expressions that appear repeatedly in textbooks.

[Grade 5] Unit 8 This is my town.

Make a pamphlet and introduce your town's attractions to others.

[Speaking (Presentation)] Introduce what can be found in your town and what can be done there.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<p>· Understand expressions such as "We have...", "You can see/eat/enjoy...", etc., as well as related vocabulary. <Knowledge></p> <p>· Have the necessary skills to talk about things that can be found or done in town. <Skill></p> <p>[Evaluation Item: Use of words, phrases, and expressions]</p>	The student is telling others about their favorite spots in town <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others about their favorite spots in town <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty telling others about their favorite spots in town.
Think, Decide, Express	<p>· In order to convey your town's attractions, introduce what can be found in the town and what can be done there using simple words, phrases, and basic expressions. [Evaluation Item: Organizing and arranging ideas]</p>	In order to convey the appeal of their town, the student is presenting about their favorite spots in town <u>while using examples from the textbook as a reference and expanding on the topic.</u>	In order to convey the appeal of their town, the student is presenting about their favorite spots in town <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about their favorite spots in town when they attempt to convey the appeal of their town.
Active attitude towards learning	<p>· In order to convey your town's attractions, try to introduce what can be found in the town and what can be done there using simple words and phrases and basic expressions. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]</p>	In order to convey the appeal of their town, the student is trying to present in a manner that is easy to understand for the listener <u>by devising gestures and presentation materials.</u>	In order to convey the appeal of their town, the student is trying to present in a manner that is easy to understand for the listener <u>by providing presentation materials in an effective way.</u>	Without help, the student has difficulty presenting in a manner that is easy to understand for the listener when they attempt to convey the appeal of their town.

[Example Dialogue]

A: Hello. Welcome to our town, Kumagaya. I like our town very much.
 B: Look at this. We have Kumagaya Sakura Tsutsumi. This is my favorite place.
 C: Do you like cherry blossoms?
 You can see beautiful cherry blossoms there. It's wonderful.
 ABC: Come and visit us. Thank you.

- * The student expands on the topic beyond what they wrote in the pamphlet.
- * When introducing spots in town, the student expands on the topic.
- * The student addresses the audience.

[Example Dialogue]

A: Hello. Welcome to Kumagaya.
 B: We have Kumagaya Sakura Tsutsumi.
 C: You can see cherry blossoms. Thank you.

[Example with points of improvement]

- * The student has difficulty using learned expressions that appear repeatedly in textbooks.
- * The student communicates using individual words rather than sentences.
- * The student does not speak clearly enough to be heard by others.

【5年】 You can do it! 3 Make a chant to convey the appeal of your community.

Create and present a chant to convey the appeal of your region.

[Speaking (Presentation)] Create and present a chant to convey the appeal of your region.

◇Pronunciation and grammar are not the subject of evaluation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> Understand the expressions covered in Unit 8, such as "We have...", "You can see/eat..." etc., as well as related vocabulary. <Knowledge> Have the necessary skills to talk about things that can be found and done in your region. <Skill> [Evaluation Item: Use of words, phrases, and expressions]	The student is telling others about things they can find and do in their region <u>making full use of previously learned words, phrases, and expressions.</u>	The student is telling others about things they can find and do in their region <u>using either previously learned words, phrases, or expressions.</u>	The student has difficulty telling others about things they can find and do in their region.
Think, Decide, Express	<ul style="list-style-type: none"> In order to convey the attractions of your region, create a chant that introduces your region using simple words, phrases, and basic expressions and present it. [Evaluation Item: Organizing and arranging ideas]	In order to convey the appeal of their region, the student is making and presenting a chant about the region they live in <u>while using examples from the textbook as a reference and expanding on the topic.</u>	In order to convey the appeal of their region, the student is making and presenting a chant about the region they live in <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty making and presenting a chant about the region they live in when they attempt to convey the appeal of their region.
Active attitude towards learning	<ul style="list-style-type: none"> In order to convey the attractions of your region, try to create a chant that introduces your region using simple words, phrases, and basic expressions and present it. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to convey the appeal of their region, the student is trying to present in a manner that is easy to understand for the listener <u>by devising gestures and presentation materials.</u>	In order to convey the appeal of their region, the student is trying to present in a manner that is easy to understand for the listener <u>by providing presentation materials in an effective way.</u>	Without help, the student has difficulty presenting in a manner that is easy to understand for the listener when they attempt to convey the appeal of their region.

[Example Dialogue]

Welcome to Hokkaido.
We have a popular zoo.
You can see penguins.
Come and visit us.
Thank you.

Welcome to Hokkaido.
We have a beautiful lake.
You can see *marimo*.
Come and visit us.
Thank you.

* The student has prepared a second feature to introduce and presents the content in detail.
* The student has put effort into their presentation materials.

[Example Dialogue]

Welcome to Hokkaido.
We have a popular zoo.
You can see penguins.
Come and visit us.
Thank you.

[Example with points of improvement]

* The student has difficulty using learned expressions that appear repeatedly in textbooks.
* The student has difficulty coming up with words for their chant.