

**[Grade 6] Unit 1 This is me.**

Organize the content and introduce themselves in order to convey their interests and concerns.

[Speaking (Presentation) ] Organize the content and introduce themselves.

◇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"> <li>Understand expressions and related phrases such as Where are you from? I'm from.... I live in.... I'm good at.... I'm interested in.... etc. &lt;Knowledge&gt;</li> <li>Have the necessary skills to talk about his/her country of origin, where he/she lives, and what he/she is good at and interested in. &lt;Skill&gt;</li> </ul> [Evaluation Item: Use of words, phrases, and expressions]	The student is telling others about their home country, the town they live in, their skills, and their interests <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others about their home country, the town they live in, their skills, and their interests <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty telling others about their home country, the town they live in, their skills, and their interests.
Think, Decide, Express	<ul style="list-style-type: none"> <li>Introduce themselves using simple words, phrases, and basic expressions, organizing the content to convey their interests and concerns.</li> </ul> [Evaluation Item: Organizing and arranging ideas]	In order to share their hobbies and interests, the student is presenting their home country, the town they live in, their skills, and their interests <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to share their hobbies and interests, the student is presenting their home country, the town they live in, their skills, and their interests <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about their home country, the town they live in, their skills, and their interests when they attempt to share their hobbies and interests.
Active attitude towards learning	<ul style="list-style-type: none"> <li>Try to introduce themselves using simple words, phrases, and basic expressions, or ganizing the content to convey their interests and concerns.</li> </ul> [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]

Hi, Lizzy. I'm Yukari. I'm from Japan. I live in Saitama. I'm good at swimming. I can swim 50m. Do you like swimming?

\* The student uses previously learned expressions to expand on the topic.

\* The student asks their partner whether they like the activity.

[Example Dialogue]

Hi, Lizzy. I'm Yukari. I'm from Japan. I live in Saitama. I'm good at

[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 6] Unit 2 Welcome to Japan.**

Introduce Japanese events to foreign people in order to interest them.

[Speaking (Presentation) ] Introduce Japanese events and things they can 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"> <li>Understand expressions and related phrases such as In (-), we have .... You can see/eat/visit/enjoy .... etc. &lt;Knowledge&gt;</li> <li>Have the skills to talk about their favorite seasonal events and things they can do in Japan. &lt;Skill&gt;</li> </ul> [Evaluation Item: Use of words, phrases, and expressions]	The student is telling others about their favorite season and things to do in Japan <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others about their favorite season and things to do in Japan <u>using either newly learned words, phrases, or expressions.</u>	Without help, the student has difficulty telling others about their favorite season and things to do in Japan.
Think, Decide, Express	<ul style="list-style-type: none"> <li>Introduce Japanese events and things they can do in Japan using simple words, phrases, and basic expressions in order to interest people from other countries.</li> </ul> [Evaluation Item: Organizing and arranging ideas]	In order to convey the appeal of Japan to people from abroad, the student is presenting events and things to do in Japan <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to convey the appeal of Japan to people from abroad, the student is presenting events and things to do in Japan <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about events and things to do in Japan when they attempt to convey the appeal of Japan to people from abroad.
Active attitude towards learning	<ul style="list-style-type: none"> <li>Try to introduce Japanese events and things they can do in Japan using simple words, phrases, and basic expressions in order to interest people from other countries.</li> </ul> [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to convey the appeal of Japan to people from abroad, 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 Japan to people from abroad, 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 Japan to people from abroad.

[Example Dialogue]  
 Hello, Mr. Rowland. Welcome to Japan. In spring, we have *hanami*. You can visit Honcho Park. You can see beautiful cherry blossoms. You can eat *yakitori* and sushi. You can eat sakuramochi, too.  
 \* The student uses additional expressions when calling out to the other person.  
 \* The student includes multiple specific details.

[Example Dialogue]  
 Hello. In spring, we have *hanami*. You can see cherry blossoms. You can eat *yakitori* and sushi.

[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 6] Unit 3 What time do you get up?**

Ask each other about their daily schedules in order to get to know each other better.

[Writing] Write about their daily schedule.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> <li>Understand expressions and related phrases such as What time do you ...? I always/usually/sometimes/never .... etc. &lt;Knowledge&gt;</li> <li>Have the skills to write sentences that tell what they do at what time and what they do to help at home, paying attention to word order. &lt;Skill&gt;</li> </ul> [Use of words, phrases, and expressions]	With attention paid to word order, the student is writing <u>correctly</u> about their schedule and household chores <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 schedule and household chores <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty writing about their schedule and household chores.
Think, Decide, Express	<ul style="list-style-type: none"> <li>To get to know each other better, write about their daily schedule using simple words, phrases, and basic expressions. [Organizing and arranging ideas]</li> </ul>	In order for their classmates to get to know them better, the student is writing about their daily schedule <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order for their classmates to get to know them better, the student is writing about their daily schedule <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty writing about their daily schedule so that their classmates can get to know them better.
Active attitude towards learning	<ul style="list-style-type: none"> <li>To get to know each other better, try to write about their day-to-day life using simple words, phrases, and basic expressions. [Consideration for the other person, Devising ways to convey thoughts]</li> </ul>	In order for their classmates to get to know them 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 for their classmates to get to know them 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 so that their classmates can get to know them better.

[Example Text]

My Day  
 I usually get up at 6:00.  
 I sometimes walk the dog.  
 I usually go home at 3:00.  
 I sometimes go to the library.  
I like books very much.  
I sometimes read books after dinner.  
I always go to bed at 10:00.

\* The student includes an additional sentence to supplement information.

\* The sentences are structured in a manner that allows readers to grasp the flow of the student's daily life.

[Example Text]

My Day  
 I usually get up at 6:00.  
 I sometimes walk the dog.  
 I usually go home at 3:00.  
 I sometimes go to the library.

[Example with points of improvement]

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

**[Grade 6] Unit 3 What time do you get up?**

Ask each other about their daily schedules in order to get to know each other better.

[Speaking (Interaction) ] Read the sentences of friends and ask each other about the content.

◇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 and related phrases such as What time do you ...? I always/usually/sometimes/never .... etc. &lt;Knowledge&gt;</p> <p>· Have the skills to communicate with each other about what they do and when they do it, as well as about helping out at home. &lt;Skill&gt;</p> <p>[Evaluation Item: Use of words, phrases, and expressions]</p>	<p>The student is asking and responding about their schedule and household chores <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u></p>	<p>The student is asking and responding about their schedule and household chores <u>using either newly learned words, phrases, or expressions.</u></p>	<p>The student has difficulty asking and responding about their schedule and household chores.</p>
Think, Decide, Express	<p>· To get to know each other better, ask each other about their daily lives using simple words, phrases, and basic expressions.</p> <p>[Evaluation Item: Conversation flow]</p>	<p>In order for their classmates to get to know them better, the student is asking and responding about their daily schedule <u>while expanding on the topic and using additional phrases to respond to their classmates.</u></p>	<p>In order for their classmates to get to know them better, the student is asking and responding about their daily schedule <u>while using expressions to respond to their classmates.</u></p>	<p>Without help, the student has difficulty asking and responding so that their classmates can get to know them better.</p>
Active attitude towards learning	<p>· To get to know each other better, try to ask each other about their daily lives using simple words, phrases, and basic expressions.</p> <p>[Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]</p>	<p>In order for their classmates to get to know them better, 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></p>	<p>In order for their classmates to get to know them better, 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></p>	<p>Without help, the student has difficulty trying to communicate so that their classmates can get to know them better.</p>

[Example Dialog]

A: Do you walk the dog in the morning?

B: Yes. I sometimes walk the dog after school.

A: I see. Do you like books?

B: Yes. How about you?

A: I like books, too, I like "Harry Potter."

A: Wow! Me, too.

\* The student asks questions to elicit information regarding the content of the text.

\* The student does not only respond to questions, but includes an additional information.

\* The student does not only respond to questions, but also ask questions about the others.

[Example Dialog]

A: What time do you eat breakfast?

B: I usually eat breakfast at 7:00.

A: I see. Do you like books?

B: Yes.

A: Good.

[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 6] You can do it! 1 Make a “Me on the Map” and introduce Japan.**

Create “Me on the Map” to introduce themselves, their school, their local area, and Japan.

[Speaking (Presentation) ] Create “Me on the Map” to introduce themselves, their school, their local area, and Japan.

◇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"> <li>Understand expressions and related terms such as “This is...,” “I like...,” “I live in...,” “We have...,” etc., that they have learned so far. [Knowledge]</li> <li>Have the skills to speak about themselves, their school, their local area, and Japan. [Skill]</li> </ul> [Evaluation Item: Use of words, phrases, and expressions]	The student is telling others about themselves, their school, their area, and Japan <u>making full use of previously learned words, phrases, and expressions.</u>	The student is telling others about themselves, their school, their area, and Japan <u>using either previously learned words, phrases or expressions.</u>	The student has difficulty telling others about themselves, their school, their area, and Japan.
Think, Decide, Express	<ul style="list-style-type: none"> <li>In order to make their friends from around the world aware, create “Me on the Map” to introduce Japan using simple words, phrases, and basic expressions.</li> </ul> [Evaluation Item: Organizing and arranging ideas]	In order to teach their friends from around the world, the student is creating their Me on the Map and presenting about their home country of Japan <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to teach their friends from around the world, the student is creating their Me on the Map and presenting about their home country of Japan <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty creating their Me on the Map and presenting their ideas about their home country of Japan.
Active attitude towards learning	<ul style="list-style-type: none"> <li>In order to make their friends from around the world aware, try to create “Me on the Map” to introduce Japan using simple words, phrases, and basic expressions.</li> </ul> [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to teach their friends from around the world, 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 teach their friends from around the world, 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 teach their friends from around the world.

[Example Dialogue]

Hello, I'm Emiri.

This is me. I like volleyball.

This is my school, Honcho Elementary School. I like arts and crafts.

This is my town. I live in Kyoto.

You can visit Kinkaku-ji. Do you know Kinkaku-ji?

It's beautiful.

This is my prefecture. We have many old temples and shrines.

This is my country, Japan. You can see Mt. Fuji.

It's beautiful.

This is our planet. We live on the earth. Let's be friends.

\* The student includes specific details.

\* The student asks questions to their audience.

[Example Dialogue]

Hello, I'm Emiri.

This is me. I like volleyball.

This is my school. I like arts and crafts.

This is my town. I live in Kyoto.

This is my prefecture. We have many temples.

This is my country. You can see Mt. Fuji.

This is our planet. We live on the earth. Let's be friends.

[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 6】 Unit 4 My Summer Vacation**

Write a picture diary to share their summer vacation memories with each other.

[Writing] Write a picture diary to share memories of summer vacation.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> <li>Understand expressions and related phrases such as I went to/ate/saw/enjoyed .... How was it? It was .... etc. &lt;Knowledge&gt;</li> <li>Write sentences about what they did during their summer vacation and their impressions, paying attention to the order of words. &lt;Skill&gt;</li> </ul> [Evaluation Item: Use of words, phrases, and expressions]	With attention paid to word order, the student is writing <u>correctly</u> about their memories of summer vacation <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 memories of summer vacation <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty writing about their memories of summer vacation.
Think, Decide, Express	<ul style="list-style-type: none"> <li>Write about what they did during their summer vacation and their impressions of it in a picture diary, using simple words, phrases, and basic expressions to convey their memories of summer vacation.</li> </ul> [Evaluation Item: Organizing and arranging ideas]	In order to share their memories of summer vacation, the student is writing picture diary entries <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to share their memories of summer vacation, the student is writing picture diary entries <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty writing picture diary entries when they attempt to share their memories of summer vacation.
Active attitude towards learning	<ul style="list-style-type: none"> <li>Try to write about what they did during their summer vacation and their impressions of it in a picture diary, using simple words, phrases, and basic expressions to convey their memories of summer vacation.</li> </ul> [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to share their memories of summer vacation, 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 share their memories of summer vacation, 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 memories of summer vacation.

[Example Text]  
(My Summer Vacation)  
I went to Akita.  
My grandparents live in Akita.  
I enjoyed a summer festival.  
I saw beautiful fireworks.  
I ate watermelon.  
It was big and delicious.

\* The student supplements information about the places they visited and food they ate during their summer vacation.

[Example Text]  
(My Summer Vacation)  
I went to Akita.  
I enjoyed a summer festival.  
I ate watermelon.  
It was delicious.

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

[Grade 6] Unit 4 My Summer Vacation

Write a picture diary to share their summer vacation memories with each other.

[Speaking (Presentation) ] Present memories of summer vacation.

◇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 and related phrases such as What did you do in summer? I went to/ate/saw/enjoyed .... How was it? It was .... etc. &lt;Knowledge&gt;</p> <p>· Write sentences about what they did during their summer vacation and their impressions, paying attention to the order of words. &lt;Skill&gt;</p> <p>[Evaluation Item: Use of words, phrases, and expressions]</p>	<p>The student is telling others about what they did during summer vacation and their impressions <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u></p>	<p>The student is telling others about what they did during summer vacation and their impressions <u>using either newly learned words, phrases, or expressions.</u></p>	<p>The student has difficulty telling others about what they did during summer vacation and their impressions.</p>
Think, Decide, Express	<p>· Write about what they did during their summer vacation and their impressions of it in a picture diary, using simple words, phrases, and basic expressions to convey their memories of summer vacation.</p> <p>[Evaluation Item: Organizing and arranging ideas]</p>	<p>In order to share their memories of summer vacation, the student is presenting about what they did during summer vacation and their impressions <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u></p>	<p>In order to share their memories of summer vacation, the student is presenting about what they did during summer vacation and their impressions <u>while using examples from the textbook as a reference.</u></p>	<p>Without help, the student has difficulty presenting their ideas about what they did during summer vacation and their impressions when they attempt to share their memories of summer vacation.</p>
Active attitude towards learning	<p>· Try to write about what they did during their summer vacation and their impressions of it in a picture diary, using simple words, phrases, and basic expressions to convey their memories of summer vacation.</p> <p>[Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]</p>	<p>In order to share their memories of summer vacation, 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></p>	<p>In order to share their memories of summer vacation, 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></p>	<p>Without help, the student has difficulty presenting in a manner that is easy to understand for the listener when they attempt to share their memories of summer vacation.</p>

[Example Dialogue]

(My Summer Vacation)

Hello, everyone.

My grandparents live in Akita. I went to Akita in summer.

I enjoyed a summer festival. I saw beautiful fireworks.

I ate watermelon. It was delicious.

Thank you.

\* The student greets and thanks the audience.

\* The student supplements information about the places they visited during their summer vacation.

\* The student includes details about a summer festival.

[Example Dialogue]

(My Summer Vacation)

I went to Akita.

I enjoyed a summer festival.

I ate watermelon.

It was delicious.

[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 6] Unit 5 We live together.**

Create posters in order to convey the feelings of animals.

[Writing] Write posters that convey the feelings of animals.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> <li>Understand expressions and related phrases such as [~] eat .... I live in / eat / have .... etc. &lt;Knowledge&gt;</li> <li>Have the skills needed to write sentences that convey what animals eat and what they would say as if they were animals, paying attention to word order. &lt;Skill&gt;</li> </ul> [Evaluation Item: Use of words, phrases, and expressions]	With attention paid to word order, the student is writing <u>correctly</u> about what animals eat and thoughts from the animal's perspective <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 what animals eat and thoughts from the animal's perspective <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty writing about what animals eat and thoughts from the animal's perspective.
Think, Decide, Express	<ul style="list-style-type: none"> <li>Write posters about animals using simple words, phrases, and basic expressions to convey their feelings. [Evaluation Item: Organizing and arranging ideas]</li> </ul>	In order to convey how animals feel, the student is writing information on a poster <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to convey how animals feel, the student is writing information on a poster <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty writing information on a poster when they attempt to convey how animals feel.
Active attitude towards learning	<ul style="list-style-type: none"> <li>Try to write posters about animals using simple words, phrases, and basic expressions to convey their feelings. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]</li> </ul>	In order to convey how animals feel, 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 how animals feel, 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 how animals feel.

[Example Text]  
 (Polar Bear)  
 I live on the ice.  
I can swim well.  
 I eat fish.  
 I want a lot of ice.  
Can you help me?

\* The student includes additional information.  
 \* The student adds an appeal to the reader.

[Example Text]  
 (Polar Bear)  
 I live on the ice.  
 I'm big and white.  
 I eat fish.  
 I want a lot of ice.

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



**【Grade 6】 Unit 6 I want to go to Italy.**

Become travel agents to introduce the attractions of countries around the world.

[Speaking (Interaction) ] Discuss countries they want to visit.

◇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"> <li>Understand expressions and related phrases such as In ~ , you can .... Where do you want to go? I want to go to .... etc. &lt;Knowledge&gt;</li> <li>Have the skill to convey the countries they want to visit and the reasons for wanting to visit them. &lt;Skill&gt;</li> </ul> [Evaluation Item: Use of words, phrases, and expressions]	The student is asking and responding about countries they want to visit and the reasons why <u>using newly learned words, phrases and expressions, as well as ones they learned previously.</u>	The student is asking and responding about countries they want to visit and the reasons why <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty asking and responding about the countries they want to visit and the reasons why.
Think, Decide, Express	<ul style="list-style-type: none"> <li>In order to decide where they want to go, convey their desired countries and reasons using simple words, phrases, and basic expressions.</li> </ul> [Evaluation Item: Conversation flow]	In order to decide a country to visit, the student is asking and responding about countries they want to visit and the reasons why <u>while expanding on the topic and using additional phrases to respond to their classmates.</u>	In order to decide to visit, the student is asking and responding about countries they want to visit and the reasons why <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 decide a country to visit.
Active attitude towards learning	<ul style="list-style-type: none"> <li>In order to decide where they want to go, try to convey their desired countries and reasons using simple words, phrases, and basic expressions.</li> </ul> [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to decide a country to visit, 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 decide a country to visit, 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 decide a country to visit.

[Example Dialogue]

A: Where do you want to go?  
 B: I want to go to Kenya. I want to see wild animals. How about you?  
 A: I want to go to Italy. I want to see a lot of old buildings. I want to eat delicious Italian food, too.  
 B: Umm, that's good. OK. Let's go to Italy.

- \* The student includes specific reasons.
- \* The student uses expressions to elicit the listener's opinion.
- \* The student uses additional expressions to respond to what other have said.

[Example Dialogue]

A: Where do you want to go?  
 B: I want to go to Kenya.  
 A: I want to go to Italy. I want to eat delicious Italian food, too.  
 B: OK. Let's go to Italy.

[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 6】 Unit 6 I want to go to Italy.**

Become travel agents to introduce the attractions of countries around the world.

[Speaking (Presentation) ] Convey the attractions of countries around the world.

◇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"> <li>Understand expressions and related phrases such as In ~ , you can .... Where do you want to go? I want to go to .... etc. &lt;Knowledge&gt;</li> <li>Have the skill to discuss things that can be done in those countries to convey their attractions, using simple vocabulary and basic expressions. &lt;Skill&gt;</li> </ul> [Use of words, phrases, and expressions]	The student is telling others about things you can do in countries around the world <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others about things you can do in countries around the world <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty telling others about things you can do in countries around the world.
Think, Decide, Express	<ul style="list-style-type: none"> <li>Introduce things that can be done in those countries to convey their attractions, using simple words, phrases, and basic expressions.</li> </ul> [Organizing and arranging ideas]	In order to convey the appeal of countries around the world, the student is presenting about things you can do in a country <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to convey the appeal of countries around the world, the student is presenting about things you can do in a country <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about things you can do in countries around the world when they attempt to convey their appeal.
Active attitude towards learning	<ul style="list-style-type: none"> <li>Try to Introduce things that can be done in those countries to convey their attractions, using simple words, phrases, and basic expressions.</li> </ul> [Consideration for the other person, Devising ways to convey thoughts]	In order to convey the appeal of countries around the world, 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 countries around the world, 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 countries around the world.

[Example Dialogue]

A: Hello. Do you like Italy?

B: In Italy, you can see a lot of old buildings. You can eat delicious Italian food, too. You can eat delicious pizza.

A: You can visit Venice. You can buy beautiful Venetian glass.

B: Italy is a nice country. Do you want to go to Italy?

\* The student includes additional information.

\* The student addresses the audience or uses additional expressions to conclude their presentation.

[Example Dialogue]

A: In Italy, you can see a lot of old buildings.

B: You can eat delicious Italian food.

A: You can visit Venice.

[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 6] You can do it! 2 Host a talk show in English.**

Conduct an English talk show, with one student as the host and another as the guest.

[Speaking (Interaction)] Conduct an English talk show using a die.

◇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 and related terms such as "Where do you want to go?" "What season do you like?" etc., that they have learned so far. [Knowledge]</p> <p>· Have the skills to communicate about topics like their role models, favorite seasons, past summer activities, and dream travel destinations. [Skill]</p> <p>[Evaluation Item: Use of words, phrases, and expressions]</p>	The student is asking and responding about heroes, favorite seasons, summer vacation activities, and/or countries to visit <u>making full use of previously learned words, phrases, and expressions.</u>	The student is asking and responding about heroes, favorite seasons, summer vacation activities, and/or countries to visit <u>using either previously learned words, phrases or expressions.</u>	The student has difficulty asking and responding about heroes, favorite seasons, summer vacation activities, and/or countries to visit.
Think, Decide, Express	<p>· Engage in exchanges using simple vocabulary and basic expressions related to the chosen topics.</p> <p>[Evaluation Item: Conversation flow]</p>	In order to keep the talk show going, the student is asking and responding about heroes, favorite seasons, summer vacation activities, and/or countries to visit <u>while expanding on the topic and using additional phrases to respond to their classmates.</u>	In order to keep the talk show going, the student is asking and responding about heroes, favorite seasons, summer vacation activities, and/or countries to visit <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 keep the talk show going.
Active attitude towards learning	<p>· Try to engage in exchanges using simple vocabulary and basic expressions related to the chosen topics.</p> <p>[Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]</p>	In order to keep the talk show going, 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 keep the talk show going, 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 communicating their ideas while paying attention to their classmates when they attempt to keep the talk show going.

[Example Dialogue]

A and B are hosts. C and D are guests.

A: Hello, everyone. Today we have 2 guests, C and D.

C: Hi.

D: Hello.

B: Let's talk. C, you go ahead.

C: OK. (The student rolls a die. It lands on 3.) 3.

B: Where do you want to go?

C: I want to go to Australia.

A: Oh, you want to go to Australia? Why?

C: I want to enjoy whale watching.

A: I see. Thank you.

B: Next. D, it's your turn.

D: OK. (The student rolls a die. It lands on 1.) Oh, 1.

A: Well, who is your hero?

D: My hero is Ohtani Shohei.

B: He is great. Do you like baseball?

D: Yes. I want to see a Major League Baseball game.

A: Me, too. Thank you.

\* The student repeats what their partner says for confirmation.

\* The student responds to their partner's responses and asks additional questions.

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

[Example Dialogue]

A and B are hosts. C and D are guests.

A: Hello, everyone.

C: Hi.

D: Hello.

B: Let's talk.

C: (The student rolls a die. It lands on 3.)

B: Where do you want to go?

C: I want to go to Australia.

B: Next. D.

D: (The student rolls a die. It lands on 1.)

A: Who is your hero?

D: My hero is Ohtani Shohei.

A: I see. 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 6】 Unit 7 My Dream**

Make a “Dream Declaration” to think about their future.

[Writing] Write a “Dream Declaration” for their junior high school life.

	Assessment criteria for "Here We Go!"	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge, Skill	<ul style="list-style-type: none"> <li>Understand expressions and related phrases such as I want to join ~. I want to be .... etc. &lt;Knowledge&gt;</li> <li>Have the skill to write sentences about what they want to do in junior high school or their desired future job, paying attention to word order. &lt;Skill&gt;</li> </ul> [Evaluation Item: Use of words, phrases, and expressions]	With attention paid to word order, the student is writing <u>correctly</u> about their dreams for the future <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 dreams for the future <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty writing about their dream for the future.
Think, Decide, Express	<ul style="list-style-type: none"> <li>Write their junior high school life's “Dream Declaration” using simple words, phrases, and basic expressions to think about their future.</li> </ul> [Evaluation Item: Organizing and arranging ideas]	In order to think about their future, the student is writing their “My Dream” declaration <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to think about their future, the student is writing their “My Dream” declaration <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty writing their “My Dream” declaration when they attempt to think about their future.
Active attitude towards learning	<ul style="list-style-type: none"> <li>Try to write their junior high school life's “Dream Declaration” using simple words, phrases, and basic expressions to think about their future.</li> </ul> [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	<ul style="list-style-type: none"> <li>Try to write their junior high school life's “Dream Declaration” using simple words and basic expressions to think about their future.</li> </ul> [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to think about their future, 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 think about their future.

[Example Text]  
(My Dream)  
I like art very much.  
I want to join the art club.  
I'm good at drawing.  
I'm interested in fashion.  
I want to be a designer.  
I want to make cool T-shirts.

\* The student explains why they want to join the club they named.  
\* The student explains why they want to pursue the profession they named.

[Example Text]  
(My Dream)  
I want to join the art club.  
I'm good at drawing.  
I want to be a designer.  
I want to make cool T-shirts.

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

**【Grade 6】 Unit 7 My Dream**

Make a “Dream Declaration” to think about their future.

[Speaking (Presentation) ] Present their junior high school life’s “Dream Declaration” in detail.

◇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"> <li>Understand expressions and related phrases such as What club do you want to join? What do you want to be? etc. &lt;Knowledge&gt;</li> <li>Have the skill to talk about things they want to do in junior high school or their desired future occupation and the reasons for them. &lt;Skill&gt;</li> </ul> [Evaluation Item: Use of words, phrases, and expressions]	The student is telling others about what they want to do in junior high school or their desired future occupation, and the reasons why <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others about what they want to do in junior high school or their desired future occupation, and the reasons why <u>using either newly learned words, phrases or expressions.</u>	The student has difficulty telling others about what they want to do in junior high school or their desired future occupation, and the reasons why.
Think, Decide, Express	<ul style="list-style-type: none"> <li>Present their junior high school life’s “Dream Declaration” using simple words, phrases, and basic expressions to think about their future.</li> </ul> [Evaluation Item: Organizing and arranging ideas]	In order to think about their future, the student is presenting about what they want to do in junior high school or their desired future occupation, and the reasons why <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to think about their future, the student is presenting about what they want to do in junior high school or their desired future occupation, and the reasons why <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about what they want to do in junior high school or their desired future occupation, and the reasons why when they attempt to think about their future.
Active attitude towards learning	<ul style="list-style-type: none"> <li>Try to present their junior high school life’s “Dream Declaration” using simple words, phrases, and basic expressions to think about their future.</li> </ul> [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to think about their future, 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 think about their future, 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 think about their future.

[Example Dialogue]  
Hello, everyone.  
I like art. I want to join the art club.  
 I'm good at drawing pictures. I want to study art. I want to be a designer. I'm interested in fashion. I want to make cool T-shirts.  
Thank you.

\* The student greets and thanks the audience.  
 \* The student includes the reason they want to join the club they named, as well as details regarding their desired future occupation.

[Example Dialogue]  
 I want to join the art club.  
 I'm good at drawing.  
 I want to be a designer.  
 I want to make cool T-shirts.

[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 6】 Unit 8 My Best Memory**

Share memories by presenting school event experiences and impressions.

[Speaking (Presentation) ] Present memories of school events.

◇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"> <li>Understand expressions and related phrases such as My best memory is .... We went to/saw/played .... etc. &lt;Knowledge&gt;</li> <li>Have the skill of talking about memories of school events, places visited, and things done during those times. &lt;Skill&gt; [Evaluation Item: Use of words, phrases, and expressions]</li> </ul>	The student is telling others about memorable school events, as well as the places they visited and things they did during those events <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u>	The student is telling others about memorable school events, as well as the places they visited and things they did during those events <u>using either newly learned words, phrases, or expressions.</u>	The student has difficulty telling others about memorable school events, as well as the places they visited and things they did during those events.
Think, Decide, Express	<ul style="list-style-type: none"> <li>To share memories, present school event memories using simple words, phrases, and basic expressions. [Evaluation Item: Organizing and arranging ideas]</li> </ul>	In order to share their memories, the student is presenting about memorable school events, as well as the places they visited and things they did during those events <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to share their memories, the student is presenting about memorable school events, as well as the places they visited and things they did during those events <u>while using examples from the textbook as a reference</u>	Without help, the student has difficulty presenting their ideas about memorable school events, as well as the places they visited and things they did during those events when they attempt to share their memories.
Active attitude towards learning	<ul style="list-style-type: none"> <li>To share memories , try to present school event memories using simple words, phrases, and basic expressions. [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]</li> </ul>	In order to share their memories, 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 memories, 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 memories.

[Example Dialogue]

Hello, everyone. My best memory is our camping trip. We cooked dinner. We ate curry and rice. It was delicious. We saw many beautiful stars. It was fantastic. I enjoyed camping very much.  
Thank you.

- \* The student includes specific details.
- \* The student adds information about other things they did.
- \* The student describes their impressions.

[Example Dialogue]

Hello, everyone. My best memory is our camping trip. We cooked dinner. It was fun. 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.

**[6年] Unit 8 My Best Memory**

Share memories by presenting school event experiences and impressions.

[Speaking (Interaction) ] Listen to a speech, ask questions, and express their thoughts.

◇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"> <li>Understand expressions and related phrases such as My best memory is .... We went to/saw /played .... etc.</li> <li>&lt;Knowledge&gt;</li> <li>Have the skill to exchange information about memorable school events, places visited, and things done at that time.</li> </ul> <p>[Evaluation Item: Use of words, phrases, and expressions]</p>	<p>The student is asking and responding about memories and impressions of school events <u>using newly learned words, phrases, and expressions, as well as ones they learned previously.</u></p>	<p>The student is asking and responding about memories and impressions of school events <u>using either newly learned words, phrases, or expressions.</u></p>	<p>The student has difficulty asking and responding about memories and impressions of school events.</p>
Think, Decide, Express	<ul style="list-style-type: none"> <li>To share memories, ask friends questions and convey their impressions using simple words, phrases, and basic expressions.</li> </ul> <p>[Evaluation Item: Conversation flow]</p>	<p>In order to share their memories, the student is asking and responding about memories and impressions of school events <u>while expanding on the topic and using additional phrases to respond to their classmates.</u></p>	<p>In order to share their memories, the student is asking and responding about memories and impressions of school events <u>while using expressions to respond to their classmates.</u></p>	<p>Without help, the student has difficulty communicating their ideas and responding to their classmates when they attempt to share their memories.</p>
Active attitude towards learning	<ul style="list-style-type: none"> <li>To share memories, try to ask friends questions and convey their impressions using simple words, phrases, and basic expressions.</li> </ul> <p>[Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]</p>	<p>In order to share their memories, 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></p>	<p>In order to share their memories, 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></p>	<p>Without help, the student has difficulty trying to ask questions and respond while paying attention to their classmates when they attempt to share their memories.</p>

[Example Dialogue]

(A: Hello, everyone. My best memory is our camping trip. We went camping last year. We cooked dinner. It was fun. We saw many beautiful stars. It was fantastic. I enjoyed camping very much. Thank you.)

B: We cooked curry and rice. How was it?

A: It was delicious.

B: I enjoyed fishing. How about you?

A: I enjoyed fishing, too.

B: How was it?

A: It was exciting.

B: That's great.

\* The student asks questions while incorporating their own experiences.

\* The student concludes with their impressions.

[Example Dialogue]

(A: Hello, everyone. My best memory is our camping trip. We went camping last year. We cooked dinner. It was fun. We saw many beautiful stars. It was fantastic. I enjoyed camping very much. Thank you.)

B: I enjoyed fishing. How about you?

A: I enjoyed fishing, too.

B: How was it?

A: It was exciting.

[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 6] You can do it! 3 Hold an English Festival.**

Enjoy various events and presentations at the English Festival.

[Speaking (Presentation) ] Decide on the activities and presentations to undertake at the English Festival and prepare for them.

◇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"> <li>Understand expressions and vocabulary learned so far. [Knowledge]</li> <li>Have the skills in reading, speaking, and writing using expressions learned so far. [Skills]</li> </ul> [Evaluation Item: Use of words, phrases, and expressions]	The student is telling others about what they want to present <u>making full use of previously learned words, phrases, and expressions.</u>	The student is telling others about what they want to present <u>using either previously learned words, phrases or expressions.</u>	The student has difficulty telling others about what they want to present.
Think, Decide, Express	<ul style="list-style-type: none"> <li>Plan activities and presentations in groups using simple words, phrases, and basic expressions to enjoy the English Festival.</li> </ul> [Evaluation Item: Organizing and arranging ideas]	In order to enjoy the English Festival, the student is presenting about their group's program <u>while using examples from the textbook as a reference, expanding on the topic, and organizing the information.</u>	In order to enjoy the English Festival, the student is presenting about their group's program <u>while using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about their group's program when thinking about how to enjoy the English Festival.
Active attitude towards learning	<ul style="list-style-type: none"> <li>Try to plan activities and presentations in groups using simple words, phrases, and basic expressions to enjoy the English Festival.</li> </ul> [Evaluation Item: Consideration for the other person, Devising ways to convey thoughts]	In order to enjoy the English Festival, 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 enjoy the English Festival, 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 thinking about how to enjoy the English Festival.

[Example Dialogue]  
 Quiz Show Example (Speaking [Presentation])  
 A, B: "Who am I?" quiz.  
 A: Question 1.  
 I'm an animal. I'm white and small.  
 I have long ears. Who am I?  
 (pause) Yes. I'm a rabbit.  
B: Question 2.  
I'm a boy. I like school lunch. I want to be a teacher. Who am I? (pause)  
Yes. I'm Shota.  
 \* The student includes additional information.  
 \* The student devises ways to use content from the textbook.

[Example Dialogue]  
 Quiz Show Example (Speaking [Presentation])  
 A: "Who am I?" quiz.  
 Question 1.  
 I'm an animal. I have long ears.  
 Who am I? (pause)  
 Yes. I'm a rabbit.

[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.