

2-8 English Expressions & Intercultural Understanding Joint Curriculum

R: Research I: Interaction P: Production

	Date	Goals	Skills		Plan
1	Monday, October 29 Divided	Brainstorming “What things are important to you?”	<ul style="list-style-type: none"> Brainstorming Asking questions Answering questions Listening Giving opinions 	I P	<ul style="list-style-type: none"> Students will think about what things are important to them. Students will brainstorm and map their ideas in groups. (20 mins.) Group presentations. (20 mins.) Class discussion and summary. (10 mins.)
2	Wednesday, October 31 Whole	Essay Writing Part I “What things are important to you?”	<ul style="list-style-type: none"> Writing 	P	<ul style="list-style-type: none"> Return midterm tests. (20 mins.) Introduction to essay writing: example essay, structure, common mistakes (10 mins.) Individual Writing: “What things are important to you?” (20 mins.)
3	Thursday, November 1	Introduction of the new project. Students will examine global issues from the perspective of the people living in their country and/or region.	<ul style="list-style-type: none"> Asking questions Answering questions Listening Giving opinions Reflecting 	I	<ul style="list-style-type: none"> Return midterm tests. (20 mins.) Announcement and explanation of the new project. (10 mins.) Class Discussion Q1: “What did you learn from making your world culture posters?” (10 mins.) Q2: “Imagine that you are a child from the country you chose. What problems do you think you would experience?” (10 mins.)

4	Monday, November 5 Divided	Essay Writing Part 2 “What things are important to you?”	<ul style="list-style-type: none"> • Listening • Asking questions • Responding • Note-taking • Giving opinions • Writing 	R P	<ul style="list-style-type: none"> • Essay return • Common mistakes (handout) – group work • Peer editing • Suggestions for better, structured writing: What are good things in the model essay? Are there any suggestions to make this essay a better one? (handout of model writing, group work) • (Sharing ideas) • Rewriting (homework) →November 7 <div data-bbox="936 504 2078 624" style="border: 1px solid black; padding: 5px;"> <p>Peer editing</p> <ol style="list-style-type: none"> 1. Tell Ss how peer editing works for their improvement of writing 2. Tell Ss to underline the parts that have grammatical mistakes. </div>
5	Tuesday, November 6	Analyzing global issues.	<ul style="list-style-type: none"> • Brainstorming • Asking questions • Answering questions • Giving opinions • Listening • Analyzing 	R I P	<ul style="list-style-type: none"> • Students will think about the problems that Japan faces today from what they’ve read in the newspaper or seen on the news. (15 mins.) • Students will discuss what kinds of issues these problems are: social, environmental, economic, crime, political, medical, religious (10 mins.) • In regional groups, students will discuss what kinds of issues they think might be important in their chosen countries. (20 mins.) • Summary and explanation of homework assignment. (5 mins.) • For homework, students will search for information about current events and problems affecting their country and/or region.
6	Wednesday November 7 Divided	Discussion skills 1	<ul style="list-style-type: none"> • Listening • Clarification • Organizing information • Producing English • Opinion making 	R P	<ol style="list-style-type: none"> 1. Analysis of the model essay structure (Homework check) 2. Peer analysis (worksheet) → focus only on structural aspect 3. Q&A, Discussion 4. Hand in your essay!!! <p>*</p> <ul style="list-style-type: none"> • Topics (Ts will give a short easy, and make a short presentation) • Discussion in Japanese • Discussion in English • What was difficult when you discuss it in English? • Useful Expressions (handout)

					<ul style="list-style-type: none"> • Discussion in English (practice using those expressions)
7	Thursday, November 8	Analyzing and researching global issues.	<ul style="list-style-type: none"> • Researching • Note taking • Organizing • Summarizing 	R I	<ul style="list-style-type: none"> • Class Discussion: “What information could you find about current events in your country and/or region?” (10 mins.) • Group internet research about regional issues. (25 mins.) • Class Discussion: “What issues are important in your region?” (10 mins.) • Summary (5 mins.)
8	Tuesday, November 13	<p>Country Booklets Part I</p> <p>Students will research current issues affecting their country and/or region and think about them from the perspective of a person living in that country.</p>	<ul style="list-style-type: none"> • Researching • Organizing information • Creative Writing • Reflecting 	R P	<ul style="list-style-type: none"> • Explanation of the project and research procedure. (10 mins.) • Individual internet research. (40 mins.)
9	Thursday, November 15	<p>Country Booklets Part II</p> <p>Students will continue to research current issues affecting their country and/or</p>	<ul style="list-style-type: none"> • Researching • Organizing information • Writing • Reflecting • Answering questions 	R P	<ul style="list-style-type: none"> • Individual internet research and situation analysis. (50 mins.)

		region and answer critical questions.			
10	Monday, November 19 Divided	Connecting prior research about regional problems with the class discussion topic of "Important Things".	<ul style="list-style-type: none"> • Reflecting • Brainstorming • Organizing information • Presentation • Listening • Note taking 	I P	<ul style="list-style-type: none"> • Reintroduce the regional groups using the world map. (5 mins.) • Brainstorm what things would be important to the people living in those regions given the students' prior knowledge of the problems and issues affecting their region. (15 mins.) • Present in groups. Explain the issues affecting the region and give reasons why these things would be important. (25 mins.) • Students take notes during the other groups' presentations. • Review with discussion questions, and begin to introduce the new key word "priorities". (5 mins.)
11	Tuesday, November 20	Country Booklets Part III Students will continue to answer critical questions about current issues in their country and/or region and begin to think of possible solutions to the various problems.	<ul style="list-style-type: none"> • Researching • Organizing information • Writing • Answering questions • Problem Solving 	R P	<ul style="list-style-type: none"> • Individual internet research, situation analysis, and problem solving. (50 mins.)

12	Wednesday, November 21 Whole	Introduce new key word “priorities” and practice free writing.	<ul style="list-style-type: none"> • Writing • Comparison • Planning 	I P	<ul style="list-style-type: none"> • List personal priorities on the blackboard. (5 mins.) • List regional priorities on the blackboard. (5 mins.) • Q1 Free Writing: “What things are the same? What things are different?” (3 mins.) • Q2 Free Writing: “How are the problems and issues in your country or region different from Japan’s?” (7 mins.) • Activity: “Priorities Scramble” <ul style="list-style-type: none"> ➤ Introduction/Explanation (5 mins.) ➤ Group Planning/Thinking Time (5 mins.) ➤ Scramble (5 mins.) ➤ Write results and priority rankings on the blackboard. • Q3 Free Writing: “How do you think the problems of a country affect the priorities of its people?” (10 mins.) • Summary (5 mins.)
13	Monday, November 26 Whole	Interview classmates to compare and discuss regional problems. Practice free writing to analyze priorities that are shared across cultures.	<ul style="list-style-type: none"> • Interviewing • Listening • Asking questions • Answering questions • Writing • Comparison • Analyzing 	I P	<ul style="list-style-type: none"> • Review and discuss results from “Priorities Scramble”. (5 mins.) • Students rotate partners from different regions and interview each other about each region’s different problems and priorities. (4 minute interviews x 5 rotations = 20 mins.) • Class discussion (10 mins.) • Free Writing: “What priorities are shared across cultures?” (10 mins.) • Summary (5 mins.)
14	Tuesday, November 27	Individual presentations in problem groups.	<ul style="list-style-type: none"> • Presentation • Listening • Asking questions • Answering questions 	I P	<ul style="list-style-type: none"> • Divide the class into problem groups: war, crime, social, economic/poverty, environmental, medical/drugs. (5 mins.) • Each student will present their country booklet to their problem group. (35 mins.) • Each group will choose the best booklet to represent their common issue. (5 mins.) • Summary (5 mins.)

15	Thursday, November 29	Problem group presentations.	<ul style="list-style-type: none"> • Presentation • Listening • Asking questions • Answering questions • Note taking 	I P	<ul style="list-style-type: none"> • Each representative from the 6 problem groups will present their country booklet. (3 mins. x 6 presentations = 18 mins.) • Each group will explain how their group issue affects their individual countries and/or regions. (4 mins. x 6 groups = 24 mins.) • Students will take notes during the other groups' presentations and give comments or ask questions. • Summary (5 mins.)
16	Friday, November 30	Students will listen to Mr. Yamamoto's lecture and make connections and inferences back to the themes discussed during the term.	<ul style="list-style-type: none"> • Listening • Reflecting • Note taking • Organizing information 		<ul style="list-style-type: none"> • Mr. Yamamoto's lecture
17	Friday, November 30 Whole	<p>"Has your opinion changed?"</p> <p>Students will be able to reflect back on what they've learned and identify with the global problems and issues they've researched. Students will</p>	<ul style="list-style-type: none"> • Brainstorming • Reflecting • Free Writing • Asking questions • Answering questions • Listening • Organizing information • Presentation 	I P	<ul style="list-style-type: none"> • Brainstorming and review of the main topics of the lecture. (5 mins.) • Free Writing Q1: "What did you learn from Yamamoto sensei's lecture?" Q2: "Has your opinion about what things are important changed?" Q3: "What are your priorities?" (10 mins.) • Group discussion in mixed regional groups. "What priorities are shared across cultures?" Students will map their ideas to present in groups. (10 mins.) • Group presentations (20 mins.) • Summary (5 mins.)

		have a broader understanding of priorities given the constraints of these global issues.		
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