| Teacher(s) | Sudo Maria Lita | Subject group and discipline | Language Acquisition | Program | MYP / Global / SfTEM / Liberal Arts |
|---|---|---|---|---|---|
| Unit title | Unit 6 Urban Planning | MOIS Year | 1 | Unit duration (terms) | 8 |

*INQUIRY: Establishing the purpose of the inquiry*

| Learner Profile・学習者像 |
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| Communicators |
|---|

| Key concept・重要概念 | Related concept(s)・関連概念 | Global context・グローバルな文脈 |
|---|---|---|
| Connections | Form/ Message | Identities and relationships |

| Statement of inquiry・探究テーマ |
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| How can we effectively connect our reading to our writing to achieve a goal? |

| ROK・TOK Connections | Knowledge Questions・知識に関する問い |
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| This unit supports the development of knowledge inquiry by helping students analyse how form and language shape meaning in communication. Students explore how writers use conventions, tone and structure to influence readers' understanding. This is related to the TOK question "How do we know what we know?" In ROK, students apply similar analytical skills when identifying conventions, evaluating the reliability of sources and forming personal opinions from various perspectives. | How does the form of a text influence what we understand from it? How do language and tone affect relationships between writers and readers? Can effective communication exist without shared conventions? How do we decide what information is trustworthy when reading? |

| 3G Project Connections (3G, PP, EE) | Community Engagement Connections |
|---|---|
| 3G projects involves research and understanding the needs in our community. Through this unit, students can understand and practice identifying local issues, global issues, organizing ideas and expressing their opinions. | Students explore real-world issues connected to Saitama City such as urban development, sustainability and community design. Furthermore, the email- |

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| | writing context fosters civic awareness and is encouraging students to view themselves as active contributors to their local community. |

## Inquiry questions・探究の問い（代表的なものを記載）

**Factual・事実的問い:**

・What are the features of an email? A research paper? An opinion paper?

**Conceptual・概念的問い:**

・How should we use the form of the texts we read and write?

・How should we connect information we gain from the texts to the message we want to write?

**Debatable 議論的問い:**

・Was your writing effective? Why can you say that?

| Objectives・目標 | Summative assessment・総括評価課題 | |
|---|---|---|
| **Reading (B)**<br>**[B i]**<br>To identify explicit and implicit information (facts and/or opinions, and supporting details).<br><br>**[B-ii]**<br>To analyze conventions.<br><br>**[B-iii]**<br>To analyze connections.<br><br><br>**Writing (D)**<br>[Di]<br>To use a wide range of vocabulary.<br><br>[Dii]<br>To use a wide range of grammatical structures generally accurately. | **GRASPS Statement**<br>*Ding!* Your computer tells you that you have a new email. *Ding! Ding!* Two more emails! You work at the [Office of Urban Planning for Saitama City's government](#) in the Saitama City Government. Your office makes plans for developing infrastructure such as bridges, roads, parks, and other kinds of buildings for the city's 1.31 million residents.<br><br>Your team often receives emails in English. Some of these are from some of the city's 34,700 foreign residents living in Saitama City. Some of them are from Sister cities.<br><br>Toluca, Mexico      Zhengzhou, China     Hamilton, New Zealand<br>Richmond, USA      Nanaimo, Canada      Pittsburg, USA<br><br> Your boss, Ms. Okabe, knows that you can communicate in English well, so your job is answering these emails with accurate information and professional opinions. Ms. Okabe supports the team well but is counting on you to be an | **Connection between the summative assessment and the statement of inquiry**<br>**総括的評価と探究テーマとのつながり**<br><br>The summative assessment requires students to demonstrate how reading and writing are interconnected in achieving a communicative goal. By reading authentic text such as emails, research papers, and opinion pieces, students extract relevant information, analyse conventions and interpret meanings and connections between texts. They then apply these to write an email, showing how reading comprehension supports purposeful written communication. Through this process, students realize that effective writing depends on thoughtful reading. |

[Diii]
To organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices.

[Div]
To communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

effective communicator. How can you do that?    You will read several texts with important information. Then you will write email replies that include your research and your opinions.

There are some important skills you will practice in this unit. First, you must use **critical reading skills**. That means you must think about the contents of each text your read and how it can help you. Next, you should also **write professionally**. Why? It is important to use good writing techniques when you communicate through email. Finally, your office is very busy so you must also **manage your time and energy well**.

### Goal・目的

To demonstrate how effective reading supports purposeful writing by reading an email, a research paper and opinion piece about Saitama City's urban planning. Students will use information, tone and conventions from these readings to write an email that responds appropriately to an inquiry.

### Role・役割

An employee at the Office of Urban Planning for Saitama City's government in Saitama City Government, responsible for replying to emails about city development projects/ infrastructures.

### Audience・相手

Foreign residents living in Saitama City, representatives from sister cities abroad, and Ms. Okabe, a supervisor who expects professional and effective communication.

### Situation・状況

The Office of Urban Planning for Saitama City's government in Saitama City Government receives emails requesting information and opinions about city infrastructure. Under the supervision of Ms. Okabe, employees (students) read, interpret, and connect information from several texts and write a reply that reflects understanding of social and professional communication tasks.

### Product/performance・成果物

To write an email that responds to the specific social and professional tasks in the inquiry and includes accurate information and personal opinions drawn from the reading texts.

**Standard・スタンダード**

Achievement is shown when students connect reading input(Email, research paper and opinion piece) to written output (email) that includes research and their opinion and responds to professional task and social tasks.

**その他の総括的評価課題について**

| Approaches to learning (ATL) | ATL と「主体的に学習に取り組む態度」の評価とのつながり |
|---|---|
| **Information literacy Skills**: use critical-literacy skills to analyse and interpret media communications.  Develop critical reading skills such as understanding the text type, thinking about the information in the texts and develop their own thinking in relation to the reading texts.<br><br>**Communication Skills**: write for different purposes. Develop professional skills such as learning and using specific format when writing an email, responding to social and professional tasks and being clear when answering or responding<br><br>**Self-management Skills** Create plans to prepare for summative assessments. Develop the ability to manage time and energy by being calm, developing their own strategy when taking the test and understanding their own reading and writing speed. | Students demonstrate a proactive learning attitude by actively applying critical reading, professional writing and time-management strategies throughout the unit. They show motivation to learn when they adjust their learning process, seek feedback and use feedback to improve in reading and writing tasks. |

*ACTION: Teaching and learning through inquiry*

| Content<br>Term または、小単元 | Learning process | | |
|---|---|---|---|
| | Learning experiences and teaching strategies・学習活動と指導のアプローチ | Formative assessment・形成的評価 | Differentiation・個別最適化 |
| 第一次：Theme Introduction and Sample Performance | • Introduce the unit theme: Urban planning and Communication.<br>• A quick look at ATL (Motivation to Learn Rubric Negotiation)<br>• Reading/ Writing 1: Let's try the full performance<br>• The Conceptual Framework: What does it mean?<br>• Factual Question 1 | • Comprehension check.<br>• Observation<br>• Teacher feedback | • Teacher modeling for weaker students.<br>• Peer discussion before having each student share their ideas in class. |
| 第二次： | • Check the theme.<br>• ATL 1 Critical Reading Skills<br>• Rubric Negotiation Bi, Bii<br>• Conceptual Question 1<br>• Reading 2: Let's read together<br>• Writing 2: Group Writing | • Teacher feedback<br>• Observation | • Teacher modeling for weaker students.<br>• Peer discussion before having each student share their ideas in class. |
| 第三次： | • Reading 3: Reading and Discussions<br>• ATL2: Professional Writing Skills<br>• Rubric Negotiation ( Biii, Div<br>• Writing 3 Group writing<br>• Check: Class reading | • Teacher feedback<br>• Observation | • Teacher modeling for weaker students.<br>• Peer discussion before having each student share their ideas in class. |
| 第四次： | • Conceptual question 3<br>• ATL 3: Manage your time and energy<br>• Rubric Negotiation (Di, Diii)<br>• Reading and Writing 4<br>• Writing Check: Read your friend's writing | • Teacher feedback<br>• Observation | • Teacher modeling for weaker students.<br>• Peer discussion before having each student share their ideas in class. |
| 第五次 | • Debatable question 4<br>• Rubric Negotiation (Dii) Grammar and Vocabulary Study 6-1<br>• Practice Performance Plannnig<br>• Reading and Writing 5 | • Teacher feedback<br>• Observation | • Teacher modeling for weaker students.<br>• Peer discussion before having each student share their ideas in class. |

| 第六次 | • Grammar and Vocabulary Study 6-2<br>• Reading and writing 6<br>• Checking and reflecting | • Teacher feedback<br>• Observation | • Teacher modeling for weaker students.<br>• Peer discussion before having each student share their ideas in class. |
|---|---|---|---|
| 第七次 | • Grammar and Vocabulary Study 6-3<br>• Practice Performance and Workshops<br>• Inquiry Question | • Teacher feedback<br>• Observation | • Teacher modeling for weaker students.<br>• Peer discussion before having each student share their ideas in class. |
| 第八次 | • Performance Test: | • Teacher feedback<br>• Observation | • Teacher modeling for weaker students.<br>• Peer discussion before having each student share their ideas in class. |

| Resources 1: Use of AI (AI 活用) | | | |
|---|---|---|---|
| Level | | Icon | Description 説明 | In this unit |

| | Level | Icon | Description 説明 | In this unit |
|---|---|---|---|---|
| **1** | **Prohibited**<br>(使用禁止)<br>No AI | | 「基本的なスキルと知識の構築、個人的な努力、批判的思考を目的している学習」や、「学問的誠実性に重点を置く学習」は、生徒が自分自身で取り組む必要があるため、AI は使用不可。 | |
| **2** | **Basic**<br>(アイデア生成)<br>AI Suggest | | 学習達成や課題、総括評価に影響がない「アイデア生成」で AI を使用することが可能。学習目的達成のため AI の助けを借りることは可能だが、生徒が中心に取り組むことが重要。 | |
| **3** | **Extended**<br>(リサーチ)<br>AI Research | | 学習達成や課題、総括評価に直接的に影響がない「情報収集やデータの分析、知識を深めるために説明を要求する場面」で AI を使用することが可能。学習目的達成及び課題作成に AI の助けを借りることは可能だが、 | |

| | | | | |
|---|---|---|---|---|
| | | | 生徒が中心に課題を完成させることが必要。また、分析したデータは生徒自身で解説を述べる必要がある。 | |
| **4** | **Advanced**<br>(一部使用可能)<br>AI Support |  | 学習達成や課題、総括評価に影響はあるが限定的「一部作成、フィードバック、個別最適化」でAIを使用することが可能。学習目的達成及び課題作成にAIの助けを借りることは可能だが、生徒はAIの使用が倫理的で適切であることを確認する必要がある。また、AI使用宣言文提出、引用・参考文献の明記が必須である。 | |
| **5** | **Full**<br>(使用可能)<br>AI Create |  | 学習目的達成及び課題作成にはAIをフルで使用(学習内容による)することが可能だが、生徒はAIの使用が倫理的で適切であることを確認する必要がある。また、AI使用宣言文提出、引用・参考文献の明記が必須である。 | |
| **Resources 2: Other resources used in this unit** | | | | |
| | | | | |

*REFLECTION: Considering the planning, process and impact of the inquiry*

| Prior to teaching the unit(指導前) | During teaching(指導中) | After teaching the unit(指導後) |
|---|---|---|
| For students: Students will be prompted to think about the connection between what they read and write- they can look at their tasks in other subjects and the messages they have received in TEAMS and their reply to those messages.<br><br>For the teacher: Anticipate challenges and prepare for those challenges. | | |