

Teaching Plan

- 1 Date/ Time: Friday, November 19 2021 / 10:00 ~ 10:50
- 2 Grade, Class: 2-A (8th grade, 18students)
- 3 Textbook: NEW HORIZON English Course 2, Unit5 Universal Design
- 4 Goals of this lesson:
 - To write their ideas or impression about the benefit or necessity of universal design.
 - To try to write ideas or impression about the benefit or necessity of universal design.

5 Lesson Criteria

Knowledge and skills	Abilities to think, make decisions and express themselves	Independent Attitude toward Study
<Knowledge> <ul style="list-style-type: none"> ▪ Acquiring the structure of sentences using “ interrogative + to + V ” (how to use) and “ S+V+(O)+ interrogative + to + V ” (show you how to use). ▪ Acquiring the structure of sentences using ”S + be-verbs + adjective + that “(I’m sure that). <Skill> <ul style="list-style-type: none"> ▪ Mastering the skill that students explain things around themselves using “ interrogative + to + V ” and “ S+V+(O)+ interrogative + to + V ”. ▪ Mastering the skill that students tell other people the goodness or importance of universal design using ”S + be-verbs + adjective + that “. 	Writing their organized ideas or impression about the benefit or necessity of universal design in order to think deeply about the society that everyone lives in easily being based on the present condition in Akitakata.	Trying to write their organized ideas or feelings about the benefit or necessity of universal design in order to think deeply about the society that everyone lives in easily being based on the present condition in Akitakata.

6 Teaching Procedure of this Program (10 hours)

Period	Learning Contents and Activities	Criteria	Evaluation Method
1	○To know the goal and the lesson plan about this unit. – To understand what universal design is through movies and pictures. (p.71,72) – To set self-goals and find the means to attain the goal. – To understand about the performance test of this unit and rubric.		
2	○To explain ways to do, how to do, where to go – To learn how to use sentences using the structure: “ interrogative + to + V ” (how to use) and “ S+V+(O)+ interrogative +to + V ” (show you how to use). – To explain ways to do, how to do, where to go in pairs. (Scene1) – To write down what they talked about with each other.		
3	○To read the information about an event and tell about with each other a summary about the information.		

	<ul style="list-style-type: none"> – To explain ways to do, how to do, where to go in pairs. (Scene 2) – To write down what they talked about with each other. – To read the information about an event and tell each other a summary about the information. – To find universal design around us. 		
4	<ul style="list-style-type: none"> ○To read “Why the Jar of Jam is Universal Design”. – To explain ways to do, how to do, where to go in pairs. (Scene3) – To write down what they talked about with each other. – To read the dialog and “Why the Jar of Jam is Universal Design”. 		
5	<ul style="list-style-type: none"> ○To read the textbook and understand the outline. – To be able to use sentences using the structure: ”S + be-verbs + adjective + that “(I’m sure that). – To understand the outline of the textbook. 		
6	<ul style="list-style-type: none"> ○To tell each other what they learnt about universal design. – To underline the sentences they think are important contents in Meg’s presentation. – To talk about what they think about or acquire from universal design in pairs. – To write about what they acquire or think about or acquire from universal design. 		
7	<ul style="list-style-type: none"> ○To understand the outline of the textbook. – To understand the outline of the textbook. – To underline the sentences that left an impression in Ronald Mace’s thoughts and achievements. 		
8	<ul style="list-style-type: none"> ○To talk in pairs about Ronald Mace’s thoughts and achievements. – To talk in pairs about Ronald Mace’s thoughts and achievements. – To write down what they talked about to each other. 		
9	<ul style="list-style-type: none"> ○To talk about why universal design is important in pairs. – To notice various people live in our society. (p.79) – To draw mind maps to deepen our understanding of why universal design is important. – To talk about why universal design is important in pairs. – To exchange their opinions among the classmates. – To write their opinions based on what they talked about in this lesson. 	A,I	Worksheet Observation
10 (Today)	<ul style="list-style-type: none"> ○To write brief reports about their ideas or reasons on the necessity or importance of universal design in Akitakata. – To look at the chart on the ratio of the population and examples of universal design at public facilities – To draw mindmaps to organize their ideas about the necessity or importance of universal design in Akitakata. – To talk about their opinions and reasons in pairs. – To exchange their opinions among the classmates. – To write brief reports about their ideas or reasons 	A,I	Worksheet Observation
In later class	○To turn in their reports	K,A,I	Rubric

Evaluation: K=Knowledge and Skills A= Abilities to think, make decisions and express themselves
I= Independent Attitude toward Study

7 Content of the Lesson

(1) Today's goal

- To write their opinions and reasons about the necessity or importance of universal design in Akitakata.

(2) Today's criteria

Standpoint	Criteria	Students
Abilities to think, make decisions and express themselves	Writing students' ideas and impressions based on the present condition in Akitakata. Organizing students thoughts and impressions about the benefits or necessity of universal design in order to deepen their understanding about society that everyone lives in easily.	Students write their ideas and impression based on the present condition in Akitakata about the benefit or necessity of universal design to think deeply about a society that everyone lives in easily.
Independent Attitude toward Study	Trying to write students' ideas and impressions based on the present current situation in Akitakata about the benefit or necessity of universal design to think deeply about a society that everyone lives in easily.	Students will try to write their ideas and impression being based on the present condition in Akitakata about the benefit or necessity of universal design to think deeply about society that everyone lives easily.

(3) Today's Lesson Outline

Procedure	Points that Require Special Attention	Evaluation (Ways)
1 Warm up ① Greetings ② Review – T-S interaction – Pair talk	<ul style="list-style-type: none"> ▪ Remind students of universal design through T-S interaction. ▪ Have them talk in pairs about the necessity of universal design 	
2 Introduction		
Today's Goal To write opinions about and reasons for universal design in Akitaka. "Do we need universal design in Akitakata? Why?"		
3 Activities ① Mindmapping – Have them see the chart of the ratio of the population and examples of universal design at public facilities. – Have them notice the current situation of Akitakata. – Have them draw a mindmap to organize their ideas about the necessity of universal design in Akitakata.	<ul style="list-style-type: none"> ▪ Have them notice the current situation of Akitakata through T-S interaction. ▪ Add the vocabulary that students need. ▪ Have them add other information on the mindmap that they wrote during the last lesson. ▪ Have them quote the expression in the textbook. ▪ Have them write their reasons for their opinions. 	Trying to write

<p>② Pair Talk</p> <ul style="list-style-type: none"> – Have them talk in pairs. – Have them exchange their opinions. Give feedback to the students and teach them the new expression. <p>③ Writing</p> <ul style="list-style-type: none"> – Have them write their opinions based on what they talked about in pairs or exchanged among the classmates. 	<ul style="list-style-type: none"> ▪ Add the vocabulary that students need. ▪ Have them think of the universal design at public facilities. ▪ Have them talk with other partners. 	<p>students' ideas and impressions based on the current situation in Akitakata about the benefits or necessity of universal design in order to deepen their understanding of the society that everyone lives in easily.</p> <p>(Observation)</p> <p>Writing students' ideas and impressions based on the current situation in Akitakata about the benefits or necessity of universal design in order to deepen the understanding of the society that everyone lives in easily. (Worksheet)</p>
<p>4 Conclusion</p> <ul style="list-style-type: none"> – Tell them about the performance test. 		