Teacher(s)	Miki Nakada	Subject group and discipline	MYP Language Acquisition		
Unit title	Connection: My Hometown, My Action	MYP year	MYP 2	Unit duration (hrs)	22

Inquiry: 単元目標の設定 Establishing the purpose of the unit

Key concept　重要概念	Related concept(s)　関連概念	Global context　グローバルな文脈
connection	Word choice, meaning	Fairness and development Rights, law, civic responsibility, and the public sphere

Statement of inquiry　（探究テーマ）
Developing a meaningful connection with our community through thoughtful actions and word choice fosters a sense of civic responsibility.

Inquiry questions　探究的質問

Factual: What are your town's strengths? What are its problems? 　　　　What actions can you take to help solve them as a responsible citizen? Conceptual:　How can you build a meaningful connection with your community? 　　　　How can you choose words carefully for the audience by connecting your knowledge? Debatable: To what extent do deeper connections with community and knowledge foster positive change for individuals, communities, and the world?

Objectives（目標）	Summative assessment（総括的評価）

| A: Listening
  i.identify explicit and implicit information (facts, opinions, messages and supporting details)
  iii.analyse connections

B:Reading
  i.identify explicit and implicit information (facts, opinions, messages and supporting details)
  iii.analyse connections.

C:Speaking
  i.use a wide range of vocabulary
  ii.use a wide range of grammatical structures generally accurately
  iii.use clear pronunciation and intonation in a comprehensible manner
  iv.communicate all the required information clearly and effectively | **Criteria A**
Watch videos or listen to audio about various towns around the world and analyze the connections between people and their communities.

Criteria B
Read texts about various towns around the world and analyze the connections between people and their communities.

CriteriaC
G - Your goal is to demonstrate developing a meaningful connection with our community through thoughtful actions and careful word choice strengthens our civic responsibility.
R - You are a student in an IB school.
A - Your audience is students from a Taiwanses IB school .
S - You are presenting about your town and action to your community
P – You will deliver a 1-minute presentation about your town and action to the community. After the presentation, you will either answer questions from the audience or ask questions about others' presentations.
S - Your work will be judged by Criterion C | **Relationship between summative assessment task(s) and statement of inquiry:**
To achieve the task, students learn about what they can do for the community and how to express it in English by considering their audiences. For the summative task, students will learn how to make meaningful questions immediately. |

Approaches to learning (ATL)

In order for students to analyse connections, they must use intercultural understanding to interpret communication (**Communication, Communication skil**ls)

In order for students to use a wide range of vocabulary, they must give and receive meaningful feedback (**Social, Collaboration Skills**)

In order for students to managing state of mind, they must practice "failing well". (**Self-Management, Affective Skills**).

Action: Teaching and learning through inquiry

Content	Learning process
1. Introduction to the Unit, Vocabulary Acquisition (1 hour) 2. Understanding Third Person Singular and Past Tense (4 hours) 3. Reading and Comprehending Texts, and Listening Comprehension on Cities Around the World (7 hours) 4. Summative Presentation: My Hometown, My Action (9 hours) 5. Reflection (1 hour)	**Learning Experiences and Teaching Strategies** **1. Introduction (1 hour)** Inquiry question: What are your town's strengths? What are its problems? What actions can you take to help solve them? ① Students will reflect on their town's strengths and problems, as well as the actions they have taken as part of service activities. ② Students will acquire vocabulary related to their hometown and community actions. ③ Through this, students will give and receive meaningful feedback (ATL Category: Social, ATL skill cluster: Collaboration skills). **2. Understanding the usage and form of third person singular and past tense (4 hours)** ① Students will learn and practice the grammar point: the form of the third person singular. ② Students will learn and practice the grammar point: the form of the past tense. ③ Students will learn how to use the third person singular and past tense through interactive exercises. ④ Through these processes, students will practice "failing well." (ATL Category: Self-management, ATL skill cluster: Affective skills). **3. Reading and Comprehending Texts and Listening Comprehension on Cities Around the World (7 hours)** Inquiry question: How can you choose words carefully for the audience? How can you build a meaningful connection with your community? What can you do to be a more responsible citizen? ① Students will engage with coursebook texts about various cities around the world. ② Students will identify appropriate word choices to convey messages to people from various cultures based on the readings. ③ Students will listen to news reports and discuss the main message, thinking about solutions to the problems presented. ④ Through these processes, students will use intercultural understanding to interpret communication (ATL Category: Communication, ATL skill cluster: Communication skills). **Summative Presentation: My Hometown, My Action (9 hours)** Inquiry question: To what extent do thoughtful actions and careful word choices improve our civic responsibility and connection to the community? How can you choose words carefully for the audience? ① Students will analyze the differences in the characteristics of presentations in Japanese and English by comparing them.

② Each student will prepare a 1-minute presentation.
For their presentations, students will focus on the following key aspects:
(ア) The strengths and challenges of their hometown.
(イ) Their actions to address these challenges.
③ Students will reflect on how to construct WH-questions using the third person singular and past tense.
④ Students will practice formulating meaningful questions about their classmates' presentations on their hometowns and actions.
⑤ Each student will deliver a concise 1-minute presentation, supported by prepared slides, in groups of three. The teacher will assign group members, and students will not know their group members beforehand. After each presentation, the audience will actively pose questions related to the content. This interactive exchange fosters deeper understanding and insight.
⑥ Through this process, students will give and receive meaningful feedback (ATL Category: Social, ATL Skill Cluster: Collaboration skills). Additionally, students will practice "failing well" (ATL Category: Self-management, ATL Skill Cluster: Affective skills).

7. Reflection (1 hour)
Inquiry question: To what extent do thoughtful actions and careful word choice improve our civic responsibility and connection to the community?
① Students will reflect on and summarize their personal growth across various skill categories.

Formative assessment

For the Summative Group Presentation

Peer Feedback:

Students will practice in pairs and provide constructive feedback on content, style, and clarity. This encourages collaboration and helps students improve their presentation skills.

Dynamic Assessment:

Students will receive teacher feedback during lessons based on each student's Zone of Proximal Development (ZPD). This tailored guidance addresses individual needs and encourages incremental growth.

Revision Tasks:

After receiving feedback, students will revise their presentations, focusing on deepening content and improving word choice.

Reflection Journals:

Students will maintain reflection journals at the end of each lesson. These journals allow students to reflect on their learning, and teachers will provide feedback on these reflections to deepen students' conceptual understanding of the topic.

Small Group Discussions:

Teachers will organize small group discussions where students present a brief summary of their presentation content to peers. Peers can offer suggestions for improvement, fostering collaborative learning and helping students refine their ideas.

Role Reversal:

Teachers will have students switch roles within their presentation groups, allowing each member to take on the role of presenter and questioner. This helps students understand different aspects of presentations and enables them to provide more comprehensive feedback.

Differentiation
For Slow Learners:
- **Make Use of ICT Devices**: Encourage students to use ICT tools, such as websites with easy English or generative AI, to check their accuracy or deepen their ideas.

For Visual Learners:
- **Use Visual Aids:** Incorporate visual aids such as YouTube videos, images, and diagrams that align with the content. These aids can help visual learners grasp concepts more easily and retain information better.

For Kinesthetic Learners:
- **Pair Work and Group Activities:** Implement pair work and collaborative group activities that involve discussions and sharing of ideas. This hands-on approach engages kinesthetic learners and allows them to interact actively with the material.

For Fast Learners:
- **Advanced Presentation Techniques**: Provide fast learners with additional challenges, such as exploring advanced presentation techniques like nonverbal communication, dynamic slide design, and audience engagement strategies.
- **Peer Feedback Facilitation**: Assign fast learners the role of providing impromptu feedback on other group presentations. This encourages them to analyze presentations critically and develop their communication skills.

For Students Who Don't Come to School:
- **Individual Presentation Option:** Offer an option for students who have difficulty with group presentations to present their work individually. Provide necessary support and resources to assist them in preparing and delivering their presentation.
- **Remote Presentation**: Facilitate online or remote presentation opportunities for students who cannot physically attend school. This ensures they can participate in the summative task and contribute to the learning objectives.

Cross-Curricular Integration:

- **Language Support:** For ESL learners, provide additional language support through simplified instructions, vocabulary lists, and sentence frames to aid in effective communication during presentations.

Flexibility:
- **Mixed Ability Groups:** Form groups with a mix of learning abilities, allowing peer teaching and learning. This encourages collaboration, empathy, and a supportive learning environment.
- **Student Choice:** Provide students with options for the town they introduce, fostering ownership and motivation.

Individualized Support:
- **Resource Accessibility:** Ensure that materials, resources, and instructions are accessible and comprehensible for students with diverse learning needs.

Feedback and Reflection:
- **Regular Check-ins:** Schedule regular check-ins to monitor students' progress, address concerns, and provide ongoing guidance based on their individual learning journeys.
- **Reflection Opportunities:** Incorporate reflection activities where students can assess their own learning process, identify areas of growth, and set goals for improvement.

Resources
Course book: Sansei do. *New Crown English series 1 /* Loilo note

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Before teaching this unit, the students have already researched the strengths and challenges of their hometown and have taken action to address these issues as part of their service action lessons. They also presented their findings and actions in Japanese to senior students. This unit will focus on identifying and understanding the differences between delivering a presentation in Japanese and in English. Earlier in September, the students began working on a self-introduction speech, which they presented in front of their classroom. While students have developed foundational presentation skills, there are specific areas to improve in English-speaking contexts. Firstly, although most students can introduce themselves in a structured way, many struggle with asking questions spontaneously in English. In self-introductions, only 10 to 18 students per class raised their hands to ask questions, and even fewer used 5W1H questions to		

deep discussions. Reflections indicate that students often think of questions in Japanese but find it challenging to translate them into English. Additionally, many feel unable to quickly organize their thoughts to ask questions on the spot, leading to frustration and a desire to improve impromptu speaking abilities. To support these skills, this unit will foster a low-pressure environment where students are grouped into trios, with one student presenting while the other two act as audience members asking questions. Another key area for growth is understanding cultural considerations for their audience. For instance, when students discuss Japanese foods like "manju" or "anko," they often struggle to explain these terms when asked by peers unfamiliar with them. This highlights a need for students to consider their audience's background and adjust explanations accordingly. This aligns with the unit's goals of helping students organize their thoughts and respond to questions using simple language, while also developing a more global perspective. By promoting a better understanding of cultural differences and fostering an attitude of considerate communication, this unit aims to build students' confidence in engaging effectively with international audiences.		