

# 2024年度 各授業学習目標・授業目標 科目名：2年探究C・グローバルスタディ

高等部教育目標	
イエス・キリストを通して、人と世界に仕える使命感と実力を養い、豊かな心と真摯な態度を備えた人格を培う	
探究型カリキュラム教育/学習目標	
SDGsの達成を目指し、Mastery for Serviceを体現する世界市民の一員として、国内外の社会に自ら関わり貢献できる力を育成する/身につける	
探究型カリキュラムにおける5つの学びの方針 Five Principles for Learning	
1. 自分事として <オーナーシップ/一人称>	2. 社会/実践を通して <PBL型/アクション>
3. 知識を大事に <自ら得る知識/高める関心>	4. コミュニケーションを通して <自分/他者のやりとり>
5. 生徒・教員が共に <共に探究する関係性>	
上位学習目標	
<p>【知識・技能】</p> <ul style="list-style-type: none"> <li>・国際的な社会的課題とそれに取り組む団体・組織に関する知識を身に付ける</li> <li>・国際的な社会的課題を考察できるように調査研究方法と語学力を高める</li> </ul> <p>【思考力・判断力・表現力】</p> <ul style="list-style-type: none"> <li>・社会的課題に対する自らの関心に気づく・問題を自分事にする</li> <li>・多角的に国際的な社会問題を考察できるよう、批判的思考能力を高める</li> <li>・学びの成果を社会に向けて発表する</li> </ul> <p>【学びに向かう力・人間性】</p> <ul style="list-style-type: none"> <li>・「何」を「なぜ」探究したいのかを追求し、それをすることがどのように社会に貢献するのかを考える</li> <li>・世界にある多様な価値観を尊重する</li> <li>・直接の出会いの中から学ぶ・違いの中から学ぶことができる</li> <li>・先人の歩み、先行研究から学ぶ、謙虚な姿勢を養い、知の集積を目指す</li> </ul>	
下位学習目標	
<p>【知識・技能】</p> <ol style="list-style-type: none"> <li>①国際的な社会的課題やそれに取り組む組織について、自分の言葉で説明することができる</li> <li>②調査・研究を行うための基本的リサーチメソッドを理解し、教員の補助の元それらを運用することができる</li> <li>③海外の高校生と英語を用いて国際的な社会的課題について意見交換、質問、議論することができる</li> </ol> <p>【思考力・判断力・表現力】</p> <ol style="list-style-type: none"> <li>①社会的課題について多角的・批判的な視点から捉える事を通して、自分の価値観を検証することができる</li> <li>②国際的な社会的課題の解決方法について仮説を立て、調査を行い、検証することができる</li> <li>③当該課題に向き合う中で、自分の取り組みや探究の成果について他者に発表することができる</li> </ol> <p>【学びに向かう力・人間性】</p> <ol style="list-style-type: none"> <li>①世界の中に多様な価値観があることを受容し、自分がそれらにどう関わって生きていくのかを方向づけることができる</li> <li>②世界の中の日本の位置づけを意識しながら、これまでに解決が困難だと考えられてきた国際的な社会的課題について自分が参画、貢献しようとする姿勢を持つことができる</li> </ol>	

授業日	4/16(火)	1 学期授業回数	1 回目 / 全 9 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To introduce the goals and course outline of Global Studies</li> <li>・ To explain the concept of Cornell Notes and the reasoning behind it</li> <li>・ To raise the students' awareness of current news events through weekly news quiz</li> <li>・ To have the students become comfortable with using English in class</li> </ul>		
時間 授業内容	5 <sup>th</sup> period	Introduction to 探究 by Mr. Nishimuro	
	6 <sup>th</sup> period	Warm-up and self introduction activities → finding differences and similarities between classmates. Explanation of the definition of global studies, as well as the course goals. Introduction of Cornell note-taking system. Quiz of news events that happened this week. Explanation of homework – news summary of an English report.	
評価方法	Cornell notes / news summary		
宿題指示	To find an English news article → read the contents and watch the video → take notes and make an oral summary based on the notes.		

授業日	4/23(火)	1 学期授業回数	2 回目 / 全 9 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To understand the term “global issues”</li> <li>・ To understand that there are underlying connections between different global issues</li> <li>・ To raise the students' awareness of current news events through weekly news quiz</li> <li>・ To understand the definition of “globalization”</li> </ul>		
時間 授業内容	5 <sup>th</sup> period	Introduction of the term “global issues”. Students thought of examples of current global issues. Examples of how global issues are related were introduced. In groups of 4, students were given 3 different global issues, and asked to find the relationship between them. Feedback about the news summary and note-taking system was given.	
	6 <sup>th</sup> period	Quiz about news events that happened this week. Students were given time to research and discuss the answers. The correct answers were then given, and some additional information was introduced about each event. The definition of <b>globality</b> , <b>global imaginary</b> , and <b>globalization</b> were introduced in Japanese and English.	
評価方法	Cornell notes / news summary		
宿題指示	To find an English news article → read the contents and watch the video → take notes and make an oral summary based on the notes.		

授業日	5/7(火)	1 学期授業回数	3 回目 / 全 9 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To raise the students' awareness of current news events through weekly news quiz</li> <li>・ To practice their English communicative ability through presenting an oral summary of a news event</li> <li>・ To practice making follow-up questions</li> <li>・ To understand the definition of "globalization"</li> </ul>		
時間 授業内容	5 <sup>th</sup> period	Feedback about the news summary and notes from Lesson 2 was given. Students made groups of 4, and gave an oral summary of a news event in turn. The other members were encouraged to ask follow-up questions about each summary. Then, there was a quiz about news events that happened this week. Students were given time to research and discuss the answers. The correct answers were then given, and some additional information was introduced about each event. One of the topics (protests in U.S. college campuses) was picked up, and students tried to think of follow-up questions related to that event.	
	6 <sup>th</sup> period	There was a review of the terms <b>globalization, globality, and global imaginary.</b> Students read an article about how a lost iPhone in America ended up in China, and learned about the 4 social forms of globalization: <b>Embodied globalization, disembodied globalization, object-extended globalization, organization-extended globalization.</b>	
評価方法	Cornell notes / news summary		
宿題指示	To find an English news article → read the contents and watch the video → take notes and make an oral summary based on the notes.		

授業日	5/14(火)	1 学期授業回数	4 回目 / 全 9 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To raise the students' awareness of current news events through weekly news quiz</li> <li>・ To practice their English communicative ability through presenting an oral summary of a news event</li> <li>・ To practice continuing a discussion</li> <li>・ To understand the definition and history of "globalization"</li> </ul>		
時間 授業内容	5 <sup>th</sup> period	Students made groups of 4, and gave an oral summary of a news event in turn. The other members were encouraged to ask follow-up questions about each summary. Then, there was a quiz about news events that happened this week. Students were given time to research and discuss the answers. The correct answers were then given, and some additional information was introduced about each event.	

	6 <sup>th</sup> period	<p>There was a review of the terms <b>embodied globalization, disembodied globalization, object-extended globalization, organization-extended globalization.</b></p> <p>Students were introduced to the definition of globalization.</p> <p>They then read a chapter on the history of globalization. Each group was assigned a certain time period (1500-1750, 1750-1980, 1980-now) for which they had to summarize the information from the text.</p> <p>Near the end of the class, students went to the school library to look at KG's rainbow week exhibition, and to check out what books there are on the research topic they are interested in.</p>
評価方法	Cornell notes / news summary	
宿題指示		

授業日	5/28(火)	1 学期授業回数	5 回目 / 全 9 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ ・		
時間 授業内容			
評価方法			
宿題指示			

授業日	6/4(火)	1 学期授業回数	6 回目 / 全 9 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To raise the students' awareness of world events through a news summary ・ To understand the history of globalization ・ To understand the concept of colonialism		
時間 授業内容	5 <sup>th</sup> period	Students made groups of 4, and gave an oral summary of a news event in turn. The other members were encouraged to ask follow-up questions about each summary.	
	6 <sup>th</sup> period	In groups, students studied about the history of globalization. Each group was assigned a certain time period (1500-1750, 1750-1980, 1980-now) for which they had to summarize the information from the text. The students then presented their summary to the class.  The students then were given a handout containing information about the concept of colonialism. They read about the definition of colonialism, and the reasons why countries wanted to create colonies.	
評価方法	Cornell notes		
宿題指示	To organize the notes that they took in class.		

授業日	6/11(火)	1 学期授業回数	7 回目 / 全 9 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To raise the students' awareness of world events through a news summary ・ To understand the concept of colonialism through the case study of India		
時間 授業内容	5 <sup>th</sup> period	Students were introduced to the ヨミダススクール and 朝日けんさくくん services, and asked to search for a news article from the sites. Students made groups of 4, and gave an oral summary of a news event in turn. The other members were encouraged to ask follow-up questions about each summary.	
	6 <sup>th</sup> period	In groups, students studied about the concept of colonialism. Firstly, we reviewed the definition of colonialism, and the reasons why countries wanted to create colonies. Then, in the class, students learned about the different forms of colonialism (settler / extractive) and the ways that empires administered their colonies (direct / indirect). Then, they looked at the case of how India came to be colonized, life under British rule, and how the independence of India came with the partition of the country into India and Pakistan.	
評価方法	Cornell notes		
宿題指示	To organize the notes that they took in class.		

授業日	6/18(火)	1 学期授業回数	8 回目 / 全 9 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To understand the concept of colonialism through the case study of India ・ To understand how decolonization reshaped the current world		
時間 授業内容	5 <sup>th</sup> period	Firstly, we reviewed the definition of colonialism, and the reasons why countries wanted to create colonies. Then, we reviewed the different forms of colonialism (settler / extractive) and the ways that empires administered their colonies (direct / indirect). Next, we looked again at how India came to be colonized, life under British rule, and how the independence of India came with the partition of the country into India and Pakistan. Students watched a TED-Ed video about the partitioning of India, and answered questions related to the video. There was an open discussion about the benefits and problems of categorizing people according to gender, religion, and race.	
	6 <sup>th</sup> period	In the 6 <sup>th</sup> period, we attended the presentation given by the 3 <sup>rd</sup> year entrepreneur elective course students. The students watched the CMs made by the students, and took part in the bazaar sales event too. Although the content was not directly related to Global Studies, it was a good chance to see what other students in the school were studying.	
評価方法	Cornell notes		
宿題指示	Read through the 3 first pages of the article "How did decolonization reshape the world?" + organization		

	of lesson notes
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授業日	6/25(火)	1 学期授業回数	9 回目 / 全 9 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To understand how decolonization reshaped the current world		
時間 授業内容	5 <sup>th</sup> period 6 <sup>th</sup> period	<p>In the 2 period today, we studied about how decolonization reshaped the world. First, we looked at the data, which showed that more than 100 countries gained independence in the decades following World War II. We then looked at the causes for this, which included economic factors, postwar agreements, independence movements by the people, and international pressure at the United Nation. Next, we looked at specific cases of independence movements in countries such as Malaysia, Ghana and Syria. Following that, students learned about how former colonies built their nations, and the political / economic challenges that they faced. The students also read about how the Cold War played a factor in the era of decolonization, as the rival superpowers backed different movements in pursuit of their goals.</p> <p>Overall, in the 1<sup>st</sup> term, we could cover the definition of globalization, and look through its history through covering the periods of colonization and decolonization up into the modern era.</p>	
評価方法	Cornell notes		
宿題指示	To organize the notes that they took in class.		

授業日	9/10(火)	2 学期授業回数	1 回目 / 全 10 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To review the contents of Term 1 ・ To share the contents of the research done over the summer		
時間 授業内容	5 <sup>th</sup> period 6 <sup>th</sup> period	<p>First, students were shown an outline of the contents of the 2<sup>nd</sup> term. Then, they were given a quiz about news events that happened over the summer. This was followed by a review of the material that was covered in Term 1 – globalization, colonization, and decolonization.</p> <p>In the 6<sup>th</sup> period, each student gave a 2 minute presentation about their summer homework. For the summer homework, they were asked to brainstorming a research topic, then to find 5 sources related to the topic and summarize the information. Through listening to their classmates presentations, students could find those with similar topics to them, which would allow them to form groups for the research project.</p>	
評価方法	Cornell notes, summer homework		

宿題指示	To organize the notes that they took in class.
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授業日	9/17(火)	2 学期授業回数	2 回目 / 全 10 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To learn about the ecological aspect of globalization ・ To prepare for the exchange session on 10/1		
時間 授業内容	5 <sup>th</sup> period	Students first read a chapter about the ecological aspects of globalization. The content includes: <ul style="list-style-type: none"> <li>- The two main causes of environmental degradation.</li> <li>- Major manifestation and consequences of environmental degradation.</li> <li>- The definition, cause and effects of climate change.</li> <li>- The Paris climate agreement</li> </ul> Students spent time discussing the contents, and helped each other understand parts that were unclear.	
	6 <sup>th</sup> period	The students were introduced to the lecture topic for the With the World session on 10/1. They researched about the current state and challenges of agriculture in the Philippines in preparation.	
評価方法	Cornell notes, exchange session preparation		
宿題指示	To organize the notes that they took in class, and to finish preparing for the exchange session		

授業日	9/24(火)	2 学期授業回数	3 回目 / 全 10 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To learn about the cultural aspect of globalization ・ To prepare for the exchange session on 10/1		
時間 授業内容	5 <sup>th</sup> period	Students first read a chapter about the cultural aspects of globalization. The content includes: <ul style="list-style-type: none"> <li>- The definition of cultural globalization</li> <li>- Whether it manifests in the form of sameness or difference</li> <li>- The role of the media</li> <li>- The globalization of languages</li> </ul> Students spent time discussing the contents, and helped each other understand parts that were unclear.	
	6 <sup>th</sup> period	The students continued preparing for the With the World session on 10/1. They researched about the current state and challenges of agriculture in the Philippines, and shared their findings with each other.	

評価方法	Cornell notes, exchange session preparation	
宿題指示	To organize the notes that they took in class, and to finish preparing for the exchange session	

授業日	10/1(火)	2 学期授業回数	4 回目 / 全 10 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To learn about the situation regarding agriculture in the Philippines</li> <li>・ To exchange ideas with students from the Philippines about the causes and solutions of the problems</li> </ul>		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	<p>The students had a online session with students from the Philippines. The session was organized by “With the World”, and the featured lecturer was Mr. Katsuhisa Ota.</p> <p>In the beginning, the students had an ice-breaking session with the Philippine students. Then, they listened to Mr. Ota’s lecture about the state of agriculture in the Philippines. He talked about the problems with the industry, and told the students about his actions to promote the production of speciality coffee beans.</p> <p>After listening to Mr. Ota’s lecture, the students split into groups, and discussed the possible causes and solutions to the problems. They then shared their ideas as a whole.</p>	
評価方法	The students’ understanding of the lecture will be evaluated next class.		
宿題指示	To organize the notes that they took in class.		

授業日	10/8(火)	2 学期授業回数	5 回目 / 全 10 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To review what we learned about the state of agriculture in the Philippines</li> <li>・ To discuss the causes of the problems, and possible solutions</li> <li>・ To start making groups for the research project</li> </ul>		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	<p>Using the slides from Mr. Ota’s lecture, the students reviewed what they learned about the state of agriculture in the Philippines. Then, they made pairs, and got ready for a group discussion. One person would be joining the discussion, whilst their partner would sit behind them and give support. In the first round of the discussion, the students focused on the problems related to the banana plantation workers, such as a lack of protective equipment, and a lack of power and rights. In the second round of the discussion, the students focused on the impact of climate change on agriculture. After thinking about the cause of the problem, the students proposed some possible solutions.</p> <p>In the last part of the class, students made groups with others who shared a similar interest in their research topic. They started talking about narrowing down their research scope, and potential research questions. However, further discussion time is needed to</p>	

	come to a consensus.
評価方法	Participation in the discussion
宿題指示	To organize the notes that they took in class.

授業日	10/22(火)	2 学期授業回数	6 回目 / 全 10 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To research and discuss the policy positions of the political parties in Japan		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	The House of Representatives election will be held on 10/27, so this was a good opportunity for students to learn about the difficult policy positions of the political parties in Japan. The students were split into groups based on 5 topics: <ul style="list-style-type: none"> <li>- Education</li> <li>- Gender</li> <li>- National security</li> <li>- Energy</li> <li>- Family / household</li> </ul> Each group gathered information on the pledges from the main political parties in Japan. They were then asked to identify the underlying values and assumptions. Finally, the groups shared what they found with the class.	
評価方法	Cornell notes, presentation		
宿題指示	To follow the results of the election and write their thoughts on the outcome		

授業日	10/29(火)	2 学期授業回数	7 回目 / 全 10 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To discuss the results of the election ・ To decide the research theme and question for their group project		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	The homework from the previous class was for the students to follow the results of the election, and write their thoughts on the outcome. At the beginning of the class, the students shared information about the results of the elections, including data about the number of seats won by each party, and the voter turnout. The students were asked to hypothesize why the election turned out this way, and how it may affect the future of Japan.  Next, the students worked on their group projects. Specifically, they worked on defining the scope of their research, and coming up with a feasible research theme. After discussing with their group members, they shared their preliminary plans with the whole class.	
評価方法	Cornell notes		

宿題指示	None
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授業日	11/12(火)	2 学期授業回数	8 回目 / 全 10 回
本時	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】		
学習目標	本時の具体的な目標 ・ To understand the political aspect of globalization ・ To continue working on the research project		
時間	5 <sup>th</sup> period	Students first read a chapter about the political aspects of globalization. The content includes: <ul style="list-style-type: none"> <li>- The definition of political globalization</li> <li>- The ingroup vs outgroup mentality (Robber's Cave experiment)</li> <li>- The hyperglobalist vs global sceptic view</li> <li>- 3 fundamental questions about political globalization</li> </ul> Students spent time discussing the contents, and helped each other understand parts that were unclear.	
授業内容	6 <sup>th</sup> period	Next, the students worked on their group projects. They were introduced to the concept of a research proposal, and began working on creating the proposal.	
評価方法	Notes, participation		
宿題指示	To begin working on their research proposal		

授業日	11/19(火)	2 学期授業回数	9 回目 / 全 10 回
本時	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】		
学習目標	本時の具体的な目標 ・ To learn about the different methods of gathering information ・ To use the library to gather information for their research project		
時間	5 <sup>th</sup> / 6 <sup>th</sup> period	Students read a chapter of a textbook about how to conduct research. The chapter provides details about the different methods of gathering information, including books, websites, questionnaires, interviews, experiments and real-life experience.	
授業内容		The students then brainstormed different inquiries and keywords related to the research topic. After completing this step, the students spent the 6 <sup>th</sup> period looking for relevant materials in the university library.	
		During today's class, the students also had an opportunity to see the 3 <sup>rd</sup> grade Global Studies present their research projects. It helped them visualize the level of work that they have to complete next year.	
評価方法	Brainstorming notes		
宿題指示	To continue working on their research proposal		

授業日	11/26(火)	2 学期授業回数	10 回目 / 全 10 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To learn about the structure of a research paper</li> <li>・ To learn about the different methods of conducting research</li> <li>・ To continue working on the research proposal</li> </ul>		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	<p>Students brainstormed about the contents of a research paper. Then, they thought about how to order the contents in a way that would feel logical for a reader. After, they were introduced to the general structure of:</p> <p>1. Introduction 2. Background 3. Method 4. Results 5. Discussion 6. References</p> <p>In addition, students learned about the difference between quantitative and qualitative data, and the methods of gathering each type of data.</p> <p>With the remaining time, students continued working on their research proposal with their group members. Some students decided they needed to gather more background information, so they returned to the university library to borrow some book.</p>	
評価方法	N/A		
宿題指示	To finish their research proposal		

授業日	1/14(火)	3 学期授業回数	1 回目 / 全 6 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To catch up with current news events through a news quiz</li> <li>・ To share their research findings with their classmates</li> <li>・ To prepare for the online exchange session on 1/21</li> </ul>		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	<p>Students first listened to an explanation of the 3<sup>rd</sup> term's outline, which includes an online exchange session, a peer teaching session, and a final presentation. Then, they tried to find the answers to a quiz about major news events that happened during December and January.</p> <p>For their winter homework, students had to continue with their research project. Specifically, they were each asked to gather information from 5 different sources, and to summarize the contents. In today's class, students shared their findings with their group members, and based on this new information, discussed how they should continue with their projects.</p> <p>Finally, the students started preparing for the online exchange session that will take place next week by making their presentation slides and scripts.</p>	

評価方法	N/A
宿題指示	To finish the presentation slides and scripts

授業日	1/21(火)	3 学期授業回数	2 回目 / 全 6 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To share their research with international students ・ To understand the perspectives of the international students ・ To practice their communicative abilities with their peers		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	<p>In today's class, students conducted an online session with students from Taiwan, Indonesia and Afghanistan. The contents was as follows:</p> <ul style="list-style-type: none"> <li>● Students were split into groups based on their research topic.</li> <li>● Then, they engaged in some ice-breaking activities with the international students.</li> <li>● Next, the Japanese students gave a presentation about the contents of their research. They followed up the presentation by asking the international students some questions about their perspectives on the issue.</li> <li>● The international students then gave their own presentation about the same topic, but in their country. There was also a question and answer session at the end of each presentation.</li> <li>● After the presentations were over, there was a final casual discussion activity where students shared their opinions on questions such as "Where would you like to travel to?" or "What food from your country would you like to introduce to others?".</li> </ul> <p>The students actively participated in the online session, and did a good job of communicating with each other. Overall, it was a enjoyable and fulfilling experience.</p>	
評価方法	N/A		
宿題指示	To write up the notes that they took during the session		

授業日	1/28(火)	3 学期授業回数	3 回目 / 全 6 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To review the contents of the online exchange session ・ To prepare for the peer teaching session		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	<p>The students first started the class by doing a review of the online exchange session from last week. They shared the notes that they took with their group members, and then did a quick presentation about what they learned in front of the class. There were some common observations among the groups, which include:</p> <ul style="list-style-type: none"> <li>● The international students had a different definition and perspective of the topics.</li> </ul>	

		<p>This may be due to a number of factors, such as the background of the country and the cultural and societal values of the people in the country.</p> <ul style="list-style-type: none"> <li>● Religion played a role in determining the policies of the government.</li> <li>● The international students had a positive image of Japan's culture, and thought that people in Japan were generally well-off.</li> </ul> <p>Through the review, each group also gained more insight into how to continue with their research.</p> <p>In the 2<sup>nd</sup> half of the class, students prepared for the peer teaching session next week. As the peer teaching session involves a different audience, students made adjustments to their presentation materials accordingly.</p>
評価方法	N/A	
宿題指示	To finish their preparation for the peer teaching session	

授業日	2/4(火)	3 学期授業回数	4 回目 / 全 6 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To share their research with their peers</li> <li>・ To learn about the contents of other inquiry-based learning classes</li> </ul>		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	<p>Today, an event called a peer-teaching session was held for all 2<sup>nd</sup> grade inquiry-based classes. Students from the inquiry-based classes were split across 5 classrooms for 4 sessions. In each session, they were either a presenter, or an audience member. Through this event, the students had the opportunity to share their research with their peers, and also learn about what their peers were doing in the other inquiry-based classes. There was also a chance for some Q&amp;A at the end of each presentation, so students could gain some valuable insight into their work from a classmate with a different perspective.</p> <p>During the whole event, audience members filled out a worksheet with their comments and questions towards the presenters. The worksheet was collected by the teachers, and the questions will be distributed to the appropriate presenters so they can get more feedback in the next class.</p>	
評価方法	The preparation and delivery of the presentation		
宿題指示	N/A		

授業日	2/18(火)	3 学期授業回数	5 回目 / 全 6 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 <ul style="list-style-type: none"> <li>・ To understand how to plan and conduct research</li> <li>・ To learn from the experiences of their seniors</li> </ul>		

時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	<p>In today's class, Mr. Kojima, who is in charge of this year's Global Studies Advanced, came as a guest lecturer. He provided the students with a lot of valuable information, including:</p> <ul style="list-style-type: none"> <li>● How to decide the scope of the research</li> <li>● Setting a realistic schedule for the overall project</li> <li>● The process behind creating questionnaires and interview questions</li> <li>● The importance of having research questions that can be properly evaluated</li> <li>● The experiences of the 3<sup>rd</sup> year Global Studies students</li> </ul> <p>Based on the lecture, students looked back on the work that they have done so far, and started planning for the next steps of their research. Some groups made adjustments to their original research questions, whilst others began planning for their field research.</p>
評価方法	N/A	
宿題指示	To create an outline for how they will use the remaining time to conduct their research	

授業日	2/25(火)	3 学期授業回数	6 回目 / 全 6 回
本時 学習目標	主なターゲット【知識・技能】 【思考力・判断力・表現力】 【学びに向かう力・人間性】 ----- 本時の具体的な目標 ・ To review the basic structure of a research paper ・ To discuss and start writing the 1 <sup>st</sup> and 2 <sup>nd</sup> chapter of the paper		
時間 授業内容	5 <sup>th</sup> / 6 <sup>th</sup> period	<p>With today being the last lesson of the 2<sup>nd</sup> year, the students were given the task of completing the 1<sup>st</sup> chapter (introduction + background) and the 2<sup>nd</sup> chapter (literature review) of their research. After reviewing the basic structure of the research paper, the students spent some time discussing the target and scope of their research, and shared information about the literature they have read so far.</p> <p>The key to writing the report was to clearly decide the research question, and only include sources which were appropriate for that research. Many groups found that as they narrowed down the research question, their current sources were not enough, and wanted to spend some more time doing some extra reading before writing.</p>	
評価方法	N/A		
宿題指示	To finish the 1 <sup>st</sup> and 2 <sup>nd</sup> chapter of their research paper by 3/6.		