

2025 年度 探究型カリキュラム各授業学習目標・授業目標 科目名：3年グローバルスタディアドバンス

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				
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"> ・ 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 ・ 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 <p>【思考力・判断力・表現力】</p> <ul style="list-style-type: none"> ・ 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 ・ 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 ・ 学びの成果を社会に向けて発表する <p>【学びに向かう力・人間性】</p> <ul style="list-style-type: none"> ・ 「何」を「なぜ」探究したいのかを追求し、それをするのがどのように社会に貢献するのかを考える ・ 世界にある多様な価値観を尊重する ・ 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 ・ 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 				
下位学習目標				
<p>【知識・技能】</p> <ol style="list-style-type: none"> 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 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 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 <p>【思考力・判断力・表現力】</p> <ol style="list-style-type: none"> 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 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 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 <p>【学びに向かう力・人間性】</p> <ol style="list-style-type: none"> 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 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 				

[illegible]

授業日	4/22(火)	1 学期授業回数	2 回目 / 全 9 回
本時 学習目標	<p>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】</p> <hr/> <p>本時の具体的な目標</p> <ul style="list-style-type: none"> ・ To discuss the progress of each group's research project based on their progress report ・ To get ready to contact the relevant stakeholders for an interview 		
時間 授業内容	5 th / 6 th period	<p>In today's class, each group were assigned 15 minutes to discuss the progress of their research project with the teacher. Most of the groups have already conducted a good amount of background research and literature review, and are getting ready to contact the relevant stakeholder for an interview.</p> <p>Students learned about the format of the email asking for the interview, which will include a description of the research they are conducting, as well as a list of the questions that they will ask. Many of the groups spent the class time deciding the list of interview questions.</p>	
評価方法	Progress report		
宿題指示	To prepare the information needed when asking for an interview		

授業日	4/30(木)	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 ・ To discuss the progress of each group’s research project based on their progress report ・ To get ready to contact the relevant stakeholders for an interview		
時間 授業内容	5 th / 6 th period	Similar to last class, each group were assigned 15 minutes to discuss the progress of their research project with the teacher. The discussion was focused mainly on working out the details of the interview request, especially with the text related to the purpose of the interview and how the data will be handled. Most of the groups have already decided who they will contact, and they will try to send the email or fax some time during the next week.	
評価方法	Progress report		
宿題指示	To prepare the information needed when asking for an interview		

授業日	5/13(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 ・ To discuss the progress of each group’s research project based on their progress report ・ To get ready to contact the relevant stakeholders for an interview		
時間 授業内容	5 th / 6 th period	Similar to last class, each group were assigned 15 minutes to discuss the progress of their research project with the teacher. Most of the groups had completed the draft for the interview request, and so the teacher spent time going through the tone and details of the message. By the end of the class, most of the groups had made contact with the appropriate stakeholder asking for an interview. In the meantime, while they are waiting for a reply, they will continue with writing their report or finding other avenues of research.	
評価方法	Progress report		
宿題指示	To make contact with the appropriate stakeholders during the next two weeks		

授業日	5/27(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 <ul style="list-style-type: none"> ・ To discuss the progress of each group's research project based on their progress report ・ To get ready to contact the relevant stakeholders for an interview ・ To write up and analyse the contents of the interview ・ To prepare for next week's in-class presentation 		
時間 授業内容	5 th / 6 th period	Today, a student-teacher came to observe the class. It was a good opportunity for the students to explain the contents of their research to someone who had no prior	

	<p>knowledge of their topic. Therefore, the class was split into 3:</p> <ol style="list-style-type: none"> 1. One group would discuss the progress of their research with the main teacher (me). 2. One group would explain the research to the student-teacher, ideally in English. 3. One group would work on making the presentation for next week's in-class presentation. <p>Most of the groups managed to make contact with the relevant stakeholders, with some already finishing their interview. Those groups were asked to write up the contents of the interview, and analyse the contents to see how it answers their research question. They were also asked to think of how to progress with the next step of their research based on this new knowledge.</p> <p>Next week, we will have an in-class presentation. This will be a chance for students to explain how their research is going, and it will also be a good opportunity for them to practice their English presentation skills.</p>
評価方法	Progress reports
宿題指示	Continue with their research, prepare for next week's in-class presentation

授業日	6/3(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 ・ For each group to practice their presentation in preparation for next week's WTW session ・ For each group to practice leading a discussion on their research topic		
時間 授業内容	5 th / 6 th period	In today's class, each group were assigned 5 minutes to present the results of their research so far to their classmates in English. After that, they were asked to lead a discussion based on the research topic. Most of the groups had prepared in-depth slides and the supporting explanations in English. However, there were many instances where they assumed that their audience shared similar background knowledge to them regarding things in Japan. But for next week's online session, the students would be from another country, so certain explanations would have to be adjusted, and additional background information would need to be provided for the presentations to make sense. As a result, we did not get around to conducting the discussions. Instead, the students spent time fixing their presentations based on the advice of their classmates and teacher.	
評価方法	The quality of the presentation (amount of information, appropriateness, visual aids, clarity of explanation)		
宿題指示	To fix their presentations for next week		

授業日	6/10(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 present their research to students from Thailand through an online exchange session ・ To lead a discussion on the research topic		
時間 授業内容	5 th / 6 th period	In today's Global Studies class, the students conducted an online Zoom meeting with students from Thailand. They started off with self-introductions, then some casual conversation. After that, the students took part in an activity where they had to make a story using 5 pictures that were given. Finally, the Kwansei Gakuin students shared the contents of their research with the Thailand students, and they engaged in a discussion about the topic. Many of the KG students were active in speaking and asking questions to the Thai students. In addition, they did a good job of understanding what the Thai students were saying, and could continue the discussion smoothly. Through this event, they could identify the similarities and differences between the countries, and learned how to see things from different perspectives.	
評価方法	The attitude towards the exchange session, and the quality / quantity of the interactions.		
宿題指示	To prepare their progress report by next week's class		

授業日	6/17(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 reflect on the online exchange session with the students from Thailand ・ To work on writing up the information that they have gotten from their interviews		
時間 授業内容	5 th / 6 th period	Students got into their respective groups, and reflected on the online session from the previous lesson. They found that social issues such as “over-tourism” and “gender equality” also existed in Thailand, albeit in a different form than that of Japan. Hearing the thoughts and experiences of the Thailand students gave the KG students a new insight into the potential actions that they could take to help solve the problem. For the rest of the class, the students continued working on their research project. Most of them had already conducted some form of field study, such as interviews or surveys. Therefore, one of their tasks was to write up the raw data so that it can be presented in the appendix section of their paper. Also, having the data being carefully recorded allows for the students to start preparing for their analysis.	
評価方法	Progress reports		
宿題指示	To continue working on their research paper, and to write up their final progress report of the 1 st term		

授業日	6/24(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 ・ For each group to discuss their plans for the research paper ・ For each group to decide what will be done over the summer holiday		
時間 授業内容	5 th / 6 th period	<p>Since this is the final lesson before the end of term exams and summer holiday, the students had to talk with their group members about how to write their research paper, and about their plans for how to continue their research during the summer holiday.</p> <p>Their assignment was to finish up to the research methodology section of the report, which would include:</p> <ul style="list-style-type: none">- Their research question- How their research was to be conducted- How the data will be collected- Why they chose to take this approach <p>The students were told that the goal of the methodology is to increase the credibility of the research by making their process transparent and replicable.</p> <p>Some of the students also worked on rewriting the literature review section based on the feedback they received from the last time they submitted their paper.</p>	
評価方法	The research paper		
宿題指示	To finish the research paper up to the methodology section		