

Grade Course	S3 MSTC	Subject	English Communication English III				
Class Hours	4 / week						
Competencies							
① Initiative	Students self-direct themselves to engage with globalization issues, scientific innovations, and information about the world.						
② Communication	Through daily practice of speaking, writing, and listening in a STEM context, students will be able to ask, answer, understand, and empathize with each other, preparing for university-level speaking & writing.						
③ Innovativeness	To capstone their MSTC experience, students design, explain, and test an original piece of popular technology, literally creating an item or process that is new and groundbreaking.						
				③	1) Succinctly summarize the content of the unit 2) To be able to explain the content of the unit in both an academic and scientific context	Qualify and quantify original lab research, through academic writing, speaking, and data visualization	Demonstrate the ability to propose, test, analyze, and synthesize a STEM hypothesis, and communicate the results in academic & scientific English
				②	1) Understand a piece of non-fiction writing (content & reading comprehension) 2) Fully demonstrate mastery of unit (correct answers, original and precise language)	Based on B1, demonstrate an understanding of how language and communication are communicated in multiple contexts: reports, poster sessions, conferences, and personal understanding	Formulate new questions based on existing STEM research, and contemporary non-fiction scientific articles and written passages
				①	1) Able to accurately answer qualitative and quantitative questions using grade-level STEM vocabulary 2) Able to competently write standard, grade-level compositions	1) To be able to independently read and write about content and assigned material 2) Explain and analyze published scientific papers and compare and contrast with one's own lab research	Recognize the the relationships between academic English, STEM English, and how science is communicated in speaking & writing
					Ⓐ Recognition	Ⓑ Logical Thinking	Ⓒ Creative Thinking

Term	Month	Unit	Unit Goals	Activities / Long-Term Projects
1	4	"Mobile Application Design: Idea, Schematic, Product, Implementation, Impact (ISPII)"	Students will focus on vocabulary, analyze the text, and discuss telecommunications (mobile phones, text messaging, and access to wireless information) and its impact on cultures and the world as a whole through vocabulary quizzes, customised worksheets, and class discussions. On the JT side, students will aim to obtain reading skills by practicing reading long passages.	In groups, students will create an innovative application (Android/iOS/another comparable operating system) to solve an issue or problem in modern society. Students will present and pitch their innovative app. Students must ask themselves what is necessary, the relevant audience, and the technical knowledge necessary to design, manufacture, sell, and promote the application. On the JT side, students will analyze the passages in the textbook and make translations in Japanese.
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2	9	"Philosophy of STEM Communication"	Students will focus on vocabulary, analyze examples of academic, scientific, engineering manuals, technical writing, and university lectures on STEM topics. They will then discuss the impact of Modern Technology and AI on society and employment through vocabulary quizzes, customised worksheets, and class discussions. On the JT side, students will aim to obtain reading skills by practicing reading long passages.	Individually, students will plan, write, and proofread a 1000 word structured research essay on a topic of their choosing approved by the teacher. The question must include fact-checked data, multiple hypotheses, multiple data sets and statistical charts, and a full list of citations. The essays are peer-reviewed several times, just as in authentic university research laboratories. On the JT side, students will analyze the passages in the textbook and make translations in Japanese.
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	3			