|  |
| --- |
| ここに示している様式は一例であり、より重点化したり、より端的に記載したりすることも考えられます。目標に照らして観点別の評価を行う上で必要な要素が盛り込まれていれば、語順や記載の仕方等は必ずしも例示の通りである必要はありません。 |

【商業科学習指導案様式】単元の内容や時間のまとまりを見通して、授業をデザインします。

第〇学年商業科　学習指導案

指導者　　＊＊　＊＊

１　単元名　　　＊＊＊＊＊＊

（1）は知識及び技術、（2）は思考力、判断力、表現力等、（3）は学びに向かう力、人間性等

に関する目標を記述します。

２　本単元の目標

（１）＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊　　　　　（知識及び技術）

（２）＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊（思考力、判断力、表現力等）

（３）＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊　　　（学びに向かう力、人間性等）

国立教育政策研究所「『指導と評価の一体化』のための学習評価に関する参考資料」を参考に、作成します。

https://www.nier.go.jp/kaihatsu/shidousiryou.html

３　単元の評価規準

|  |  |  |
| --- | --- | --- |
| 知識・技術 | 思考・判断・表現 | 主体的に学習に取り組む態度 |
| ①＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊②＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊ | ・＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊ | ・＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊ |

（１）～（３）と項立てせずに段落ごとに書いてもかまいません。

４　単元について

単元のねらいと他学年との関連を入れて、単元構想の意図について記述します。

（１）教材観

＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊。

本単元（題材）につながるこれまでの学び、県学力診断のためのテストの結果やレディネステストなどの実態調査（できるだけ数値化したもの）から、本単元（題材）における生徒の身に付けたい資質・能力などを記述します。

（２）生徒観

＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊。

生徒観に書かれた課題を受け、単元（題材）のねらいに迫るための指導上の手立てを記述します。カリキュラム・マネジメントを意識した手立てなども入れていけると、なおよいでしょう。

（３）指導観

＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊。

観点別の学習状況についての評価は、毎回の授業ではなく単元の**内容や時間のまとまりごと**に、それぞれの実現状況を把握できる段階で行うなど、評価する場面を精選することが重要です。

単元の評価規準を（１時間ごとや）まとまりに落とし込み、何について見取るのかを具体で表すと共に、Ｃと判断される児童について手立てを示します。

５　単元の指導計画（５時間扱い）

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 次 | 時 | 学習内容・活動 | 知技 | 思 | 態 | 評価方法・留意点等 |
| １ | １２ |

|  |
| --- |
| 問題（課題） |

・＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊育成したい資質・能力や主体的・対話的で深い学びに関わる主な活動を入れます。（※１）問題（課題）とまとめ（結論）は、正対します。（以下同じ） | ○〇は指導に生かす評価、◎は記録に残す評価を示しています。 |  | ○ | 知：◎記録に残す評価までにこの段階では何を理解しているとよいのかについて見取り、理解していない児童生徒には、理解できる様にするための手立てを講じる｡【ワークシート、観察】態：学習活動に向かっていない生徒を見取り，活動に向かうための手立てなどの指導を行う。【観察】 |
| ・＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊単元の評価規準で書いたものを示します。（「知①」のように相対していることが分かれば、記号で示してもよい。）本時のまとめを記述します。まとめと振り返りは違いますので注意しましょう。

|  |
| --- |
| まとめ（結論） |

 | ○ | ○ |  | 思：◎記録に残す評価までに,この段階では思考・判断・表現しているとよいのかについて見取り，できていない生徒にはできるようにするための手立てを講じる｡【ワークシート】知：～している。【発言，ワークシート】 |
| ２ | ３ |

|  |
| --- |
| 問題（課題） |

・＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊

|  |
| --- |
| まとめ（結論） |

 | ○ | ○ |  | 知：＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊【＊＊＊＊＊】思：＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊【＊＊＊＊＊＊＊】 |
| ４本時 | **目標：＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊**１　＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊

|  |
| --- |
| 問題（課題） |

２　＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊ ・＊＊＊＊＊＊＊＊＊＊＊３　＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊正対します。・＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊・＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊４　＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊

|  |
| --- |
| まとめ（結論） |

５　＊＊＊＊＊＊＊＊＊＊ ・＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊ | ◎まとめ（結論）が評価に結びつくようにします。 | 本時は強調して詳しく記述します。（※２）○ | 矢印の関係性・整合性を意識してください。○ | 思：＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊【＊＊＊＊＊】態：＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊【＊＊＊＊＊＊】その時間に育成する資質・能力を達成するための問題（課題）を設定します。知：～している。【ワークシート、小テスト】 |
| ３ | ５ |

|  |
| --- |
| 問題（課題） |

・＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊＊

|  |
| --- |
| まとめ（結論）振り返り |

 |  | ◎ | ◎ | 思：～している。【ワークシート】態：～しようとしている。【ワークシート,活動の様子】単元の最後なので、本時のまとめとともに、単元を通して何を学んだか、生徒が振り返ることができる時間を設けます。 |

※１　指導計画は、単元のまとまりを見通し作成します。したがって、学習内容・活動の欄には、その時間に育成したい資質・能力や主体的・対話的で深い学びに関わる主な活動を入れます。

※２　授業公開等を行う場合は、内容や活動を詳しく示すとともに、評価及び評価方法等の欄に、配慮事項等を加えるなど、参観者に本時の学習の流れが分かるように工夫するとよいでしょう。