

Chapter 1 General Provisions

I . GENERAL POLICIES REGARDING CURRICULUM FORMULATION

1. Each school should formulate a proper curriculum in compliance with the Basic Act on Education, the School Education Act, the provisions of other laws and regulations concerned and those indicated in this chapter hereinafter, in order to accomplish the well-balanced development of individual pupils as human beings, with full consideration toward the circumstances of the school and its local community, and toward pupils' stages of mental and physical development and their individual characteristics, thereby conducting education to achieve the goals listed in the above documents.

In providing educational activities, each school should create specifically tailored educational activities by making use of originality and ingenuity, in order to foster in pupils a zest for life. In doing so, each school should be committed to enhancing its instruction to enable pupils to solidly acquire basic and fundamental knowledge and skills, to foster the ability to think, to make decisions, to express themselves and other abilities that are necessary to solve problems by using acquired knowledge and skills, to cultivate an attitude of proactive learning and to develop pupils' individuality. In working toward these goals, each school should enhance its pupils' language activities, giving consideration to the developmental stages of the pupils, and in cooperation with pupils' homes at the same time, consideration should be given to help pupils establish good learning habits.

2. Moral education should be implemented throughout all educational activities with moral education classes being the primary period in which it is administered. Therefore, each school should give proper instruction not just during the moral education classes, but during the classes for all subjects, foreign language activities, the period for integrated studies and special activities, in accordance with their respective characteristics, while giving consideration to the developmental stages of the pupils.

The objectives of moral education are based on the basic spirit of education stated in the Basic Act on Education and the School Education Act. Moral education is aimed at cultivating morality as a foundation for

developing Japanese citizens with a proactive attitude who would apply a spirit of respect for human dignity and reverence for life in specific activities at home, school and other social situations, have a generous spirit, respect traditions and culture, love one's country and hometown which have fostered such traditions and culture, create culture with a distinctive character, honor the public spirit, make an effort to develop the democratic society and state, respect other countries, contribute to world peace and the development of the international community and the preservation of the environment, and have interest in exploring possibilities for the future.

In providing moral education, each school should give consideration to deepening the human relationship between teachers and pupils and amongst pupils themselves, helping pupils think deeper about their own ways of life and developing their inner sense of morals by providing them with rich experiences in cooperation with pupils' homes and the local community, such as overnight school trips, volunteer work and experiential learning activities in nature. Particular consideration should be given to help pupils acquire basic life habits and social rules, learn to make judgment on what is right and what is wrong and refrain from doing anything wrong as a person.

3. Each school should give proper instruction on physical training and health promotion through all of the school's educational activities, while giving consideration to the developmental stages of the pupils. In particular, with respect to instruction on promoting dietary education and developing physical strength, safety-related instruction and instruction on maintaining and promoting both mental and physical health, such instruction should take place not only in the physical education period but also in the periods of home economics, special activities and other educational activities, in accordance with the characteristics of each period. At the same time, each school should give consideration so that pupils will develop the foundation necessary to live safely, healthily and actively throughout their entire lives, by way of encouraging proper physical training and health promotion in pupils' daily lives in cooperation with their homes and the local community.

II. COMMON POINTS REGARDING TREATMENT OF THE CONTENTS

1. All schools are obliged to deal with the items listed in Chapter 2 onwards concerning all subjects, moral education, foreign language activities and special activities, except in special cases otherwise indicated.
2. When it is particularly necessary, each school may include additional contents not specified in Chapter 2 onwards. It is possible to teach contents beyond what is stated in Treatment of the Contents. However, in this case, care must be taken not to deviate from the objectives and contents of all subjects, moral education, foreign language activities, special activities and those of each grade described in Chapter 2 onwards, nor impose an excessive workload on pupils.
3. The order of the items listed in Contents regarding all subjects, moral education, foreign language activities and special activities or the contents of each grade, which appears from Chapter 2 onwards, does not reflect the order of instruction to be given unless otherwise specified, and each school should make proper adjustments to the treatment of these items.
4. The contents of subjects and foreign language activities whose objectives and contents cover two grades are the items to be taught over a period of two school years. Each school should give instruction throughout the course of two years in a planned manner in two separate grades or in either grade, unless otherwise specified, in accordance with the circumstances of the pupils, school and local community.
5. Each school does not necessarily need to follow the grade-wise order of the instruction items for all subjects, moral education, foreign language activities, and special activities in such special cases as in classes composed of pupils from two or more grades, provided that the objectives of all subjects, moral education, foreign language activities, and special activities can be achieved.

III. SCHEDULING SCHOOL HOURS

1. The annual teaching program should be made to cover 35 or more school weeks (34 weeks for Grade 1) for all subjects, moral education, foreign language activities, the period for integrated studies and special activities (hereinafter these are referred to as subjects etc.; in 1. and 3., special activities is limited to classroom activities, excluding school lunch programs.). The total school hours per week should not impose an

excessive workload on pupils. Note that classes can be held at special times, if it is effective for subjects etc. or learning activities, including cases when classes are held during the summer, winter or end-of-school year holidays. Furthermore, the daily hours for the school lunch, recesses, etc. should be properly determined at each school.

2. For the activities of the pupils' association, club activities and school events among special activities, the proper number of school hours should be allocated by month, school term or year, according to the contents of the activities.
3. Each school should properly determine the length of single school units for the respective subjects etc., giving consideration to the developmental stages of the pupils and the characteristics of subjects etc. and learning activities, while ensuring annual teaching hours for subjects etc. are met.
4. Each school may develop their own class schedules that provide flexible structures in accordance with the circumstances of the pupils, school and local community and in accordance with the characteristics of subjects etc. and learning activities.
5. Learning activities in the period for integrated studies can replace the events stipulated as school events in special activities when the same outcome can be achieved.

IV. CONSIDERATION TO BE TAKEN IN DESIGNING LESSON PLANS

1. Each school should create concrete lesson plans that are balanced as a whole, taking the following points into account:
 - (1) Systematic and progressive instruction should be provided in a way that subjects etc. and each grade relate to each other respectively.
 - (2) Instruction for the subjects and foreign language activities whose objectives and contents of the grade cover two years should be provided effectively in a step-wise manner throughout the concerned school years, while consideration is given to the developmental stages of the pupils, in accordance with the circumstances of the pupils, school and local community.
 - (3) In dealing with the contents of each subject for each grade, effective instruction should be provided ensuring that the contents is appropriately integrated and priority is appropriately given to instructional contents.

- (4) In order to improve the effectiveness of instruction, cross-curricular or correlated instruction should be implemented, while consideration given to the circumstances of the pupils.
2. In addition to the above, consideration should be given to the following items:
 - (1) When teaching subjects etc., learning activities that necessitate pupils use basic and fundamental knowledge and skills should be emphasized and language activities should be enhanced by way of preparing a solid linguistic environment necessary to deepen the pupils' understanding of and interest in language and to develop their linguistic abilities, with an aim of fostering the pupils' ability to think, to judge, to express themselves and so forth.
 - (2) When teaching subjects etc., emphasis should be placed on experiential learning and problem-solving-oriented learning which necessitates pupils to use basic and fundamental knowledge and skills, and effort should be made to come up with ways to promote autonomous and self-motivated learning, while stimulating pupils' interest.
 - (3) Effort should be made to provide better guidance for pupils through developing a trusting relationship between teachers and pupils, and positive interpersonal relationships amongst the pupils and at the same time deepening teachers' understanding of pupils, while contriving ways to improve daily class management.
 - (4) When teaching subjects etc., effort should be made to include well-planned activities in which pupils can plan their learning and reflect upon what they have learned
 - (5) When teaching subjects etc., each school should provide pupils with opportunities to choose a variety of learning tasks and activities and contemplate their own futures.
 - (6) When teaching subjects etc., each school should improve individually targeted teaching so that pupils can acquire what they have studied, in accordance with the circumstances of the school and pupils, through improving and devising teaching methods and teaching systems: for example, individual or group-specific instruction, repetitive instruction, differentiated instruction according to the level of proficiency achievement, task-based learning activities according to

the pupils' interest, instruction incorporating learning activities such as supplementary or advanced contents, and team-taught lessons where teachers work cooperatively together.

- (7) For pupils with disabilities, each school should devise instructional contents and methods that are appropriate for the conditions of the disabilities of individual pupils in a planned and organized manner by, for example, specifically formulating instruction or support plans in cooperation with pupils' homes and related organizations that would provide medical care or welfare, while utilizing advice and support from special needs schools etc. In particular, instruction conducted in special needs classes or a partial inclusion program where special needs pupils leave the mainstream classroom to receive special support services located on site should be effectively carried out in cooperation among teachers.
- (8) For the benefit of pupils such as returnees from abroad, adaptation to school life should be promoted and guidance provided in such a way as to make the most of their experience in foreign countries.
- (9) When teaching subjects etc., each school should improve learning activities so that pupils become familiar with information devices, such as computers and information and communications networks, acquire basic operation skills, such as typing letters on a computer keyboard, and information ethics and are able to use information devices appropriately. In addition to these information devices, each school should also use other teaching materials and aids properly, such as audiovisual materials and teaching and learning devices.
- (10) Effort should be made to utilize the school library and its functions in a well-planned manner to give pupils better opportunities to carry out independent and self-motivated learning and reading activities.
- (11) In addition to positive evaluation of the strengths and the progress of the pupils, the process and results of teaching should be assessed in order to improve teaching, which would help improve pupils' motivation toward learning.
- (12) In order to achieve the school's objectives, each school should strengthen collaborative relationships with pupils' homes and the local community, through, for example, gaining cooperation from pupils' homes and the local community, in accordance with the

circumstances of the school and its local community. Furthermore, each school should provide pupils with opportunities for exchange and joint learning with disabled preschoolers, pupils or students, and opportunities for exchange with the elderly, etc. while seeking close ties and relationships with other elementary schools, kindergartens, nursery schools, junior high schools and special needs schools.