

Chapter 4 the Period for Integrated Studies

I. OVERALL OBJECTIVES

To enable students to think in their own way about life through cross-synthetic studies and inquiry studies, while fostering the qualities and abilities needed to find their own tasks, to learn and think on their own, to make proactive decisions and to solve problems better. At the same time, enable students to acquire the habits of studying and thinking, and cultivating their commitment to problem solving and inquiry activities in a proactive, creative and cooperative manner.

II. OBJECTIVES AND CONTENT SET FORTH BY EACH SCHOOL

1. Objectives

Each school should establish its own objectives for the Period for Integrated Studies based on the Overall Objectives listed in Section I.

2. Content

Each school should determine its own content for the Period for Integrated Studies based on the Overall Objectives listed in Section I.

III. SYLLABUS DESIGN AND TREATMENT OF CONTENT

1. In designing the syllabus, consideration should be given to the following:

- (1) The overall plan and annual teaching program should include objectives and content, students' qualities, abilities and attitudes to be developed, learning activities, teaching methods, instructional systems and plans for evaluating learning outcomes, while ensuring a relationship with all educational activities of the school. In doing so, this should be based on initiatives for the Period for Integrated Studies at elementary schools.
- (2) Taking into account the circumstances of the local community, school and students, each school should conduct educational activities that abound in ingenuity such as cross-synthetic studies that cross over the boundary of subjects and periods, inquiry studies and studies based on students' interests and concerns.
- (3) With respect to the objectives and content to be established by each school listed in Section II, relationships with everyday life and society should be emphasized.
- (4) Students' qualities, abilities and attitudes to be developed should be based on the viewpoints of matters related to learning methods, the students themselves and

the involvement of others and society.

- (5) Learning activities should be conducted in the light of the conditions of each school: for example, learning activities about cross-synthetic tasks, including international understanding, information, environment and welfare/health; learning activities about tasks based on students' interests and concerns; learning activities about tasks depending on characteristics of the local community and the school; and learning activities concerning employment and their own futures.
 - (6) Teachers should make efforts to connect knowledge and skills acquired in each subject, moral education and special activities with each other and to utilize them in learning and living so that such knowledge and skills can be applied comprehensively.
 - (7) Teachers should conduct appropriate learning activities based on the overall objectives in Section I and the objectives and content established by each school in Section II while paying attention to the differences in the objectives and content of each subject, moral education and special activities.
 - (8) The course title for the Period for Integrated Studies at each school can be determined appropriately by each school.
 - (9) Based on the objectives of moral education listed in Sections I-2 of Chapter 1 "General Provisions" and in Section I of Chapter 3 "Moral Education," instructions concerning the content listed in Section II of Chapter 3 "Moral Education" should be given appropriately. The instructions should be in accordance with the characteristics of the Period for Integrated Studies and should be related to the period of moral education.
2. In teaching the content listed in Section II, consideration should be given to the following:
- (1) Teachers should provide appropriate instruction in accordance with students' learning context based on the "Objectives and Content Set Forth by Each School" in Section II.
 - (2) In the process of solving problems and inquiry activities, teachers should give students learning opportunities to solve problems in cooperation with others and to analyze, organize and express by means of words.
 - (3) Teachers should actively adopt various types of learning activities, for example, experiences in nature and workplace experience, social experiences such as volunteer activities, experimental activities such as manufacturing activities and productive activities as well as observations, experiments, study tours, investigations, presentations and discussions.

- (4) Experiential activities should be appropriately arranged in the process of problem solving and inquiry activities based on the “Overall Objectives” in Section I and “Objectives And Content Set Forth By Each School” in Section II.
- (5) Efforts should be made to develop teaching systems that provide various learning styles, such as group learning and multiage group learning, and that all teachers at the school work together while gaining cooperation from local people.
- (6) Efforts should be made to utilize school libraries, to cooperate with other schools, to coordinate with social educational facilities such as public halls, libraries and museums as well as with social education-related organizations, and to actively utilize teaching materials and learning environments in the local community.
- (7) When carrying out learning related to employment and their own futures, learning activities should be carried out which allow the students to understand themselves and consider their future lifestyles by working toward problem-solving and inquiry activities.