

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 students as human beings, with full consideration toward the circumstances of the school and its local community, and toward students' 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 students a zest for life. In doing so, each school should be committed to enhancing its instruction to enable students 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 students' individuality. In working toward these goals, each school should enhance its students' language activities, giving consideration to the developmental stages of the students, and in cooperation with students' homes at the same time, consideration should be given to help students 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, the period for integrated studies and special activities, in accordance with their respective characteristics, while giving consideration to the developmental stages of the students.

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 efforts 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 an interest in exploring possibilities for the future.

In providing moral education, each school should give consideration to deepening the human relationships between teachers and students and amongst students themselves, deepening students' awareness of their way of living based upon moral values, and developing their inner sense of morals by providing them with rich experiences in cooperation with students' homes and the local community, such as experiential workplace activities, volunteer work and experiential learning activities in nature. Particular consideration should be given to having the students respect their own lives and those of others, lead disciplined lives, think about their own futures, deepen their understanding of the significance of laws and rules, participate proactively in building society and foster in them an awareness as Japanese people living in an international community.

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 students. 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 and health period but also in the technology and home economics periods, 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 students 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 students' 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, 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, special activities and those of each grade described in Chapter 2 onwards, nor impose an excessive

workload on students.

3. The order of the items listed in Contents regarding all subjects, moral education 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. Each school does not necessarily need to follow the grade-wise order of the instruction items for all subjects, in such special cases as in classes composed of students from two or more grades, provided that the objectives of all subjects can be achieved.
5. Each school is permitted to set up elective subjects for students to take. In such cases, the lesson plans for elective subjects should be designed by properly establishing the school hours and contents of the elective subjects in relation to the contents that should be provided to all students, while taking into account the circumstances of the students, school and local community.
6. The contents of elective subjects should be properly established at each school so that learning activities, including project-based learning, remedial learning and advanced learning, can be carried out according to the individual characteristics of the students. In doing so, it must be ensured that this does not impose an excessive workload on the students.
7. Each school can set up the subjects listed in Chapter 2 as elective subjects. If particularly necessary, schools may also set up additional elective subjects based on the circumstances of the students, school and local community. Each school should properly determine matters such as the additional elective's title, objectives and contents.

III. SCHEDULING SCHOOL HOURS

1. The annual teaching program should be made to cover 35 or more school weeks for all subjects, moral education, 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 students. Note that classes can be held at special times, if it is effective for subjects etc. (excluding special activities) 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 student's association 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 students and the characteristics of subjects etc. and learning activities, while ensuring that the annual teaching hours for subjects etc. are met. In cases where instruction is provided on particular subjects in short time periods of around 10 minutes, this time can be included in the annual teaching hours for such subjects when a system has been set in place where the teacher in charge of the subject is responsible for determining the contents of instruction, evaluating the instructional outcome and applying the results to future lessons.
4. Each school may develop their own class schedules that provide flexible structures in accordance with the circumstances of the students, school and local community and in accordance with the characteristics of subjects etc. and learning activities.
5. Learning activities in periods of integrated studies can replace the events stipulated as school events in special activities when the same outcome can be achieved.

IV. CONSIDERATIONS 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) In dealing with the contents of each subject for each grade, each subfield and each language, effective instruction should be provided ensuring that the contents is appropriately integrated and priority is appropriately given to instructional contents.
2. In addition to the above, consideration should be given to the following items:
 - (1) When teaching subjects etc., learning activities that necessitate students to 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 students' understanding of and interest in language and to develop their linguistic abilities, with an aim of fostering the students' 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 students 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 students'

interest.

- (3) Student guidance should be enhanced in order to cultivate relationships of trust between teachers and students and positive personal relationships among students, while also deepening students' understanding so that they can judge and act independently and apply themselves proactively.
- (4) Systematic, organized career guidance should be carried out throughout the overall educational activities of schools in order to enable students to think about their own ways of life and independently select a career.
- (5) Guidance functions should be enhanced throughout the overall educational activities of school so that students become better adjusted to school and classroom life and develop the capacity to think about and make changes to their lives in the present and future .
- (6) When teaching subjects etc., effort should be made to include well-planned activities in which students can plan their learning and reflect upon what they have learned.
- (7) When teaching subjects etc., each school should improve individually targeted teaching so that students can acquire what they have studied, in accordance with the circumstances of the school and students, 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 students' interest, instruction incorporating learning activities such as supplementary or advanced contents, and team-taught lessons where teachers work cooperatively together.
- (8) For students with disabilities, each school should devise instructional contents and methods that are appropriate for the conditions of the disabilities of individual students in a planned and organized manner by, for example, specifically formulating instruction or support plans in cooperation with students' 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 students leave the mainstream classroom to receive special support services located on site should be effectively carried out in cooperation among teachers.
- (9) For the benefit of students 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.
- (10) When teaching subjects etc., each school should improve learning activities so that

students develop information ethics and become capable of utilizing information devices, such as computers and information and communications networks, in an appropriate, independent and proactive manner. 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.

- (11) Effort should be made to utilize the school library and its functions in a well-planned manner to give students better opportunities to carry out independent and self-motivated learning and reading activities.
- (12) In addition to positive evaluation of the strengths and the progress of the students, the process and results of teaching should be assessed in order to improve teaching, which would help improve students' motivation toward learning.
- (13) Since extracurricular club activities carried out through the independent and voluntary participation of students familiarize participants with sports, culture and science, contribute to motivation for learning and the cultivation of a sense of responsibility, feelings of solidarity and so on, attention should be paid to ensuring the relevance of such activities to the curriculum as part of school education. In doing so, effort should be carried out in accordance with the circumstances of the school and the local community, including cooperation with local people and partnerships with various types of organizations, such as social education facilities and social education-related groups.
- (14) In order to achieve the schools' objectives, each school should strengthen collaborative relationships with students' homes and the local community, through, for example, gaining cooperation from students' homes and the local community in accordance with the circumstances of the school and its local community. Furthermore, each school should provide students 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 junior high schools, elementary schools, high schools and special needs schools.