

○Public Notice of the Ministry of Education, Culture, Sports, Science and Technology No.73

Pursuant to the provision of Article 129 of the Ordinance for Enforcement of the School Education Act (Order of the Ministry of Education, Science and Culture No. 11 of 1947), the whole of the National Curriculum Standard for elementary and lower secondary departments of special needs education school (Public Notice of the Ministry of Education, Culture, Sports, Science and Technology No. 36 of 2009) shall be revised as follows, and this Act shall come into force as of April 1, 2020. However, with regard to lower secondary department, the provisions then in force shall remain applicable until March 31, 2021. Necessary special provisions of the National Curriculum Standard for elementary and lower secondary departments of special needs education school during the period from April 1, 2018 to March 31, 2021 shall be prescribed separately.

April 28, 2017

Hirokazu Matsuno, Minister of Education, Culture, Sports, Science and Technology

The National Curriculum Standard for elementary and lower secondary departments of special needs education school

Table of contents

Preamble

Chapter 1 General Provisions

Section 1 Educational Goal

Section 2 Foundation of elementary and lower secondary departments and the role of the Curriculum

Section 3 Formulation of the Curriculum

Section 4 Implementation of the Curriculum and learning assessment

Section 5 Support for well-balance development of pupils or students

Section 6 Cautions regarding school management

Section 7 Consideration points relating to Moral education

Section 8 Dealing with the Curriculum relating to pupils or students with multiple disabilities etc.

Chapter 2 Subjects Areas

Section 1 Elementary department

Subsection 1 Special needs education schools that provide education for the pupils or students with visual impairment, hearing impairment, physical disability or health impairment

Subsection 2 Special needs education schools that provide education to pupils or students with intellectual disability

1 Goals and contents of subjects

[Living Environment Studies]

[Japanese Language]

[Arithmetic]

[Music]

[Art and Handicraft]

[Physical Education]

2 Designing teaching plans across subjects and dealing with the contents

Section 2 Lower secondary department

Subsection 1 Special needs education schools that provide education for the students with visual impairment, hearing impairment, physical disability or health impairment

Subsection 2 Special needs education schools that provide education to students with intellectual disability

1 Goals and contents of subjects

[Japanese Language]

[Social Studies]

[Mathematics]

[Science]

[Music]

[Art and Design]

[Health and Physical Education]

[Vocation and Home Economics]

[Foreign Languages]

2 Designing teaching plans across subjects and dealing with the contents

Chapter 3 Moral education as a special subject

Chapter 4 Foreign language activities

Chapter 5 Period for Integrated Study

Chapter 6 *Tokkatsu*(Student-Led Activities)

Chapter 7 *Jiritsukatsudo* (Activities to Promote Independence)

Education, as stipulated in Article 1 of the Basic Act on Education, must be provided with the aim of fully developing the individual character, as we endeavor to cultivate individuals that are sound in mind and body and imbued with the qualities necessary in the people who make up a peaceful and democratic nation and society, and must be carried out so as to achieve the following goals set out in Article 2 of said Act:

- 1 having pupils or students acquire wide-ranging knowledge and education, fostering the value of seeking the truth, and cultivating a rich sensibility and sense of morality as well as building physical health;
- 2 developing individuals' abilities, cultivating creativity, and fostering a spirit of autonomy and independence by respecting the value of the individual, as well as emphasizing the relationship between one's career and everyday life and nurturing the value of respect for hard work;
- 3 fostering the values of respect for justice, responsibility, equality between men and women, and mutual respect and cooperation, as well as the value of actively participating in building our society and contributing to its development based on the public spirit;
- 4 fostering the values of respecting life, caring about nature, and desiring to contribute to the preservation of the environment; and
- 5 fostering the value of respect for tradition and culture and love of the country and regions that have nurtured them, as well as the value of respect for other countries and the desire to contribute to world peace and the development of the international community.

These schools must also foster the foundation necessary to enable pupils or students to become the creators of a sustainable society while aiming to attain the objectives and goals of such education. This can be achieved by encouraging each pupil or student to recognize his/ her goodness and potential, respect all others as worthy individuals, collaborate with diverse people while overcoming various social changes, and clear the path for a rich life in the future. What will materialize the shape of education required for this purpose is a curriculum that systematically and methodically assembles the educational content in each school.

Through the curriculum, in order to realize the kind of education that will be required in future eras, school and society must share the idea of creating a better society through better school education, and each school shall present a curriculum open to society which clarifies how the required contents are learned by students and what kind of qualities and abilities should be fostered while cooperating and collaborating with society to realize said goals.

The National Curriculum Standard defines as a general guideline the criteria of the curriculum necessary for the realization of these ideas. One of the roles played by the National Curriculum Standard is to secure educational standards nationwide in schools of a public nature. In addition, it is important to further enhance educational activities based on the National Curriculum Standard by grasping the current state and problems of pupils or students and communities and working in cooperation with families and communities while having with each school take advantage of its respective unique features to build ingenuity as well as utilize the wealth of educational practice and academic research accumulated over the course of many years.

To prepare an environment where pupils or students can realize the significance of learning and to foster each pupil's or student's qualities and abilities, all adults involved with pupils or students—from faculty and other school staff to family and members of the

community—are expected to play a role from various perspectives. Founded on the education in kindergartens and education in elementary department, the National Curriculum Standard for elementary and lower secondary departments of special needs education school shall be established herein in the hopes that it will be widely used in providing comprehensive instruction in order to discuss the vision the learning for pupils or students while looking at the connection with the education in lower secondary department or the one in lower secondary schools and the one in upper secondary department or after graduating from upper secondary department and vocation, life and life-long learning.

Chapter 1 General Provision

Section 1. Educational Goal

In education in elementary department and lower secondary department, in order to achieve the purposes stipulated in Article 72 of the School Education Act with full consideration to the situations and characteristics of disabilities and development of mind and body etc. of pupils and students, each school should make efforts to achieve the following objectives.

- 1 In elementary department, the objectives of elementary school education prescribed in Article 30 of the School Education Act.
- 2 In lower secondary department, the objectives of lower secondary school education prescribed in Article 46 of the School Education Act.
- 3 Through elementary department and lower secondary department, to foster the knowledge, skills, attitude and habits necessary for improving/overcoming learning or living difficulties due to disabilities, developing the attitudes and habits required for independence.

Section 2. Foundation of elementary and lower secondary departments and the role of the Curriculum

- 1 Each school should formulate a proper curriculum in compliance with the Basic Act on Education, the School Education Act, the provisions of other legislation, and those indicated in this chapter hereinafter, in order to accomplish the well-balanced development of individual pupils or students as human beings, with full consideration toward the characteristics of the subjects and the actual circumstances of schools and communities including the pupils' or students' state and characteristics of disability and their stages of mental and physical development and their individual characteristics, thereby conducting education to achieve the goals as listed above.
- 2 In providing educational activities, each school should create specifically tailored educational activities by making use of originality and ingenuity through class improvements for realization of proactive, interactive, and authentic learning as shown in Section 4, 1, and aim to realize the matters listed in the following (1) to (4), in order to foster Competencies for Living in pupils or students.
 - (1) In providing educational activities, each school create specifically tailored educational activities by making use of originality and ingenuity, in order to foster in pupils or students a zest for life. Each school should be committed to enhancing its instruction to enable pupils or students to solidly acquire 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 utilizing acquired knowledge and skills, to cultivate an attitude of proactive learning and to develop pupils' or students' individuality and to endeavor to enhance education to promote cooperation with a wide range of people by making use of individuality. In working towards these goals, each school should enhance its pupils' or students' activities that create the basis of learning, such as language activities, and in cooperation with pupils' or students' homes at the same time, consideration should

be given to help the pupils or students establish good learning habits. each of the following is realized evenly, by considering the developmental stages and characteristics, etc. of the pupils or students.

- (2) Each school should endeavor to enhance education aiming at richness in mind and fostering creativity through Moral education and experimental activities, a wide range of expression and appreciation etc.

Moral education should be implemented throughout all educational activities with Moral education classes being the primary period in which it is administered as a special subject (hereinafter referred to “Moral education”.)

Therefore, each school should give proper instruction not just during the Moral education classes, but during the classes for all subjects, Foreign language activities, Period for Integrated Study, *Tokkatsu*(Student-Led Activities) and *Jiritsukatsudo*, in accordance with their respective characteristics, while giving consideration to their developmental stages.

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 thinking requirements of a fully human life for the pupils in elementary department and approaches to life for the students in lower secondary department, acting under independent determination and leading better lives with others as independent human beings.

In providing Moral education, special attention should be paid for 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, loving 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 and 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.

- (3) Each school should give proper instruction on physical training and health promotion through all the school’s educational activities, while giving consideration to the developmental stages of the pupils or students and endeavor to enhance education to aim at realizing healthy and safety life and rich sports life. In particular, with respect to the instruction regarding dietary education and developing physical strength, safety-related instruction and instruction on maintaining and promoting both mental and physical health, each school should endeavor to give proper instruction on promoting all the subjects, Moral education, Foreign language activities, Period for integrated studies and *Jiritsukatsudo* as well as health and physical education, home economics in elementary department (in special needs education schools that provide education for the pupils or students with intellectual disability, Living Environment Studies) and health and physical education and technology and home economics in lower secondary department (in special needs education schools that provide education for the pupils or students with intellectual disability, Vocation and Home Economics) 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.
- (4) Each school shall provide instruction for *Jiritsukatsudo* in order to improve/overcome difficulties in learning or life due to the students’ disabilities and foster qualities to become independent and participate in society throughout all the educational activities in school as well as in the period of *Jiritsukatsudo*. In particular, the instruction during the period of *Jiritsukatsudo* should maintain close

relationships with subjects, moral education, Foreign language activities, Period for Integrated Study and *Tokkatsu*(Student-Led Activities) and give consideration to implement such instruction based on proper instruction plans by grasping the pupils' and students' state and characteristics of disabilities of development of mind and body appropriately.

- 3 Upon working for realizing the matters listed from 2 (1) to (4), and aiming at fostering zest for life for the pupils or students that are expected to become the creators of a sustainable society, throughout the entire school education, in subjects, moral Education, Foreign language activities, Period for integrated studies, *Tokkatsu*(Student-Led Activities) (however in Section 3, 3 (2) B and F, limited to home room activities (excluding the ones regarding school lunch programs.) in *Tokkatsu*(Student-Led Activities)) and Jiritsukatsudo, each school shall aim at enhancing educational activities while clarifying what kind of qualities/abilities should be fostered through each instruction. In doing so, each school shall be able to realize such instruction evenly with consideration toward the students' state and characteristics of disability and their stages of the development of mind and body of the students.
 - (1) Enabling the students to obtain knowledge and skills.
 - (2) Fostering the ability to think, to make decisions, to express themselves etc.
 - (3) Fostering learning dispositions and humanity, etc. to advance towards learning.
- 4 Each school shall grasp the actual situation of pupils or students and schools, the local areas and endeavor to improve through organization of the contents of education necessary for realizing the objectives and goals of education, promotion of improvement from the viewpoint of cross-curriculum learning etc. by evaluating implementation state of educational curriculum and promotion for implementing its instruction as well as securing the human resources or material system necessary for implementing the curriculum. In doing so, each school shall endeavor to improve the quality of its educational activities organically and systematically based on the curriculum (hereinafter referred to as "curriculum management"). In this regard, each school shall make sure to grasp accurately the learning results of what pupils or students learned, and devise the method to connect the evaluation and improvement of implementation of individual instruction plan shown in Section 3, 3 (3), B with the evaluation and improvement of curriculum.

Section 3. Formulation of the Curriculum

1 Educational goals in schools and formulation of curriculum

In formulating curriculum, throughout the entire school education and subjects etc., based on qualities/abilities to be fostered through each instruction, each school shall endeavor to share the basic spirit of education with homes and communities as well as clarify the educational goals of each school. In this regard, the goals shall relate to the ones as prescribed based on the National Curriculum Standard for elementary school, Chapter 5, Section 2, 1 and the National Curriculum Standard for lower secondary school, Chapter 4, Section 2, 1, Period for Integrated Studies.

2 Fostering Qualities/Abilities from the viewpoint of cross-curriculum learning etc.

- (1) Each school shall promote to organize curriculum from the viewpoint of cross-curriculum learning etc. by making use of the characteristics of subjects etc., while considering the actual condition of the pupils or students, schools and communities, etc. and their stages of development of mind and body, in order that it can foster

qualities/abilities as the foundation of learning such as language skills, information literacy (including information morals), problem-identifying abilities/problem-solving abilities etc.

- (2) Each school shall promote organization of educational curriculum by making use of its characteristics, while considering the actual condition of the pupils or students schools and communities, etc. and their actual state of disabilities and their stages of development of mind and body, it can foster qualities/abilities required for corresponding to the problems in modern society towards formulation of the society for next generation by realizing rich lives and overcoming disasters etc. from the viewpoint of cross-curriculum learning etc.

3 Common matters in formulation of educational curriculum

(1) Dealing with contents

- a All schools are obliged to deal with the items listed in Chapter 2 onwards concerning all subjects, moral education, Foreign language activities, *Tokkatsu*(Student-Led Activities) and Jiritsukatsudo, except in special cases otherwise indicated.
- b When it is particularly necessary, each school may include additional contents not specified Chapter 2 onwards. The items that indicate the range and degree of the contents in the Dealing with Contents specified Chapter 2 onwards shall be taught all the pupils or students; it is possible to teach the contents beyond what is stated in Dealing with Contents specified Chapter 2 onwards if especially necessary. However, in this case, in the special needs education schools that provide education care must be taken not to deviate from the objectives and contents of all subjects, moral education, Foreign language activities, *Tokkatsu*(Student-Led Activities) and Jiritsukatsudo specified Chapter 2 onwards and the objectives and contents of each grade, each stage or each language (in special needs education schools that provide education for the pupils or students with intellectual disability, the contents of each language of Foreign language and Foreign language activities), nor to impose an excessive workload on pupils or students.
- c The order of the items listed in the contents of subjects, Moral education, Foreign language activities, *Tokkatsu*(Student-Led Activities) and Jiritsukatsudo specified Chapter 2 onwards and the contents of each grade, each stage or each language does not reflect the order of instruction to be given unless otherwise specified, and each school shall make proper adjustments to treatment of these items.
- d In elementary department of special needs education schools that provide education for pupils with visual impairment, hearing impairment, physical disability or health impairment, the contents of subjects and Foreign language activities indicated by the contents for 2 grades. In each school, these items shall systematically provide instruction for the period of two years in accordance with pupils and schools, and local communities, by dividing such items into any grade or providing instruction in any grade, unless otherwise specially specified.
- e In lower secondary department of special needs education schools that provide education for students with visual impairment, hearing impairment, physical disability or health impairment, with consideration to the actual state of students and schools and local communities in order that they can perform

various learning activities in accordance with the characteristics of students, each school is permitted to set up subjects indicated in Chapter 2 and elective subjects for students to take as especially required ones. In that case, while aiming at connection with the contents to be taught for all the students, each school shall properly specify the teaching hours and contents of elective subjects, prepare teaching plan for such elective subjects and make efforts not to impose an excessive workload on pupils or students. Additionally, each school shall properly specify the names of subjects, objectives and contents that are especially necessary.

- f In elementary department of special needs education schools that provide education for pupils with intellectual disability, all the pupils should complete the subjects of Living Environment Studies, Japanese Language, Arithmetic, Music, Art and Handcraft and Physical Education, Moral education, *Tokkatsu*(Student-Led Activities) and Jiritsukatsudo, unless otherwise specified. Additionally, Foreign language activities shall be able to be set up as necessary, with consideration to the actual state of pupils and schools.
- g In lower secondary department of special needs education schools that provide education for students with intellectual disability, all students shall complete the subjects of Japanese Language, Social Study, Mathematics, Science, Music, Art and Design, Health and Physical Education and Vocation and Home Economics, Moral education, Period for Integrated Study, *Tokkatsu*(Student-Led Activities) and Jiritsukatsudo, unless otherwise specified. Additionally, Foreign language activities shall be able to be set up as necessary, with consideration to the actual state of students and schools.
- h In special needs education schools that provide education for pupils or students with intellectual disability, upon teaching subjects, based on the contents indicated in the stages of subjects, in accordance with the pupils' and students' state of intellectual disability and experience, specific teaching contents shall be set up. In doing so, each school shall provide systematic teaching with anticipation of the period over six years for elementary department and of the one over three years for lower secondary department.
- i In lower secondary department of special needs education schools that provide education for students with intellectual disability, with consideration to students and schools, and local communities, if especially necessary, other subjects especially required shall be able to be set up as elective ones. Additionally, each school shall properly specify the names of other subjects, objectives and contents that are especially necessary. In doing so, each school should consider the matters indicated in Chapter 2, Section 2, Subsection 2, 2, and pay attention not to impose an excessive workload on students.
- j The contents of Moral education that should be implemented throughout all educational activities with Moral education being the primary period in which it is administered, should be equivalent to the ones indicated in Chapter 3, 2, Moral education as a special subject the National Curriculum Standard for elementary school and to the ones indicated in Chapter 3, 2 Moral education as a special subject the National Curriculum Standard for lower secondary school. Such implementation shall be based on the points to be considered relating to Moral education indicated in Section 7.

(2) Dealing with school hours etc.

- a The total number of school hours of subjects indicated in Chapter 2 onwards for each grade in elementary department or lower secondary department (including the cases of setting up Foreign language in lower secondary department of special needs education schools that provide education for the students with intellectual disability. The same shall apply hereinafter.), Moral education, Foreign language activities (including the cases of setting up Foreign language activities in elementary department of special needs education schools that provide education for the pupils with intellectual disability. The same shall apply hereinafter.), the Period for Integrated Study, *Tokkatsu*(Student-Led Activities) (limited to homeroom activities (excluding the time relating to school lunch programs.). The same shall apply to this item, b and f.) and Jiritsukatsudo (hereinafter referred to as “Subjects etc.”) shall be equivalent to the ones for each grade in elementary school and lower secondary school. In this case, with consideration to the objectives and contents of Subjects etc., the annual school hours shall be specified properly and respectively.
- b The annual teaching program for elementary department or lower secondary department shall be made to cover 35 or more school weeks (in the 1st grade of elementary department, 34 school weeks). The total school hours per week should not impose an excessive workload on pupils or students. However, these classes can be held at special times including the cases where the dates of such classes are set up during holidays such as summer holidays, winter holidays or end-of-school holidays, if it is effective according to the characteristics of Subjects etc. (in lower secondary department, excluding *Tokkatsu*(Student-Led Activities).) and learning activities.
- c The total school hours allocated to the Period for Integrated Study for each grade of elementary department or lower secondary department shall be specified properly, with consideration to the state of disabilities and characteristics of pupils or students and their developmental stages of body and mind, in special needs education schools that provide education for pupils or students with visual impairment, hearing impairment, physical disability or health impairment, for the grades of 3rd grade onwards in elementary department and each grade in lower secondary department, in special needs education schools that provide education for students with intellectual disability, for each grade in lower secondary department.
- d Among the classes for *Tokkatsu*(Student-Led Activities), the teaching hours of the ones for pupil association activities, club activities and school events for elementary department, and student association activities and school events for lower secondary department shall be properly allocated per year, per term and per month etc. in accordance with their contents.
- e The teaching hours to be allocated to Jiritsukatsudo for each grade of elementary department or lower secondary department shall be properly specified in accordance with the state of disabilities and characteristics of pupils or students and their developmental stages of body and mind.
- f Each school shall formulate the curriculum based on the following items.
 - (a) Each school shall properly determine the length of single school units for the respective Subjects etc. while securing their annual teaching hours, with consideration with the state of disabilities and characteristics of pupils or students and their developmental stages of body and mind and the characteristics of Subjects etc. and learning activities.
 - (b) In cases where instruction is provided on particular Subjects etc. by utilizing the short time periods of around 10 to 15 minutes according to the characteristics of such Subjects etc., these time periods can be included in the annual teaching hours for such Subjects etc. when the system has been set in place where the teacher in charge of such Subjects etc. is responsible for

- determining the contents of teaching and grasping and making use of the results of teaching etc.
- (c) The daily hours for the school lunch and recesses etc. shall be devised and properly determined at each school.
 - (d) Each school may develop their own class schedules that provide flexible structures by exerting its originality and ingenuity in accordance with the actual state of pupils or students, school and local communities and the characteristics of Subjects etc. and learning activities.
 - g Learning activities in Period for Integrated Study can replace the events specified as school events in equivalent *Tokkatsu*(Student-Led Activities) in the case where the same outcome with such events specified can be expected.
- (3) Consideration Points relating to designing teaching plans
- a Each school shall prepare concrete teaching plans that are well-balanced as a whole, taking the following points into account and exerting its originality and ingenuity:
 - (a) In dealing with the teaching contents for each grade, each stage, each field or each language of Subjects etc., while taking (1) a into account, anticipating cohesiveness of the contents such as unit or theme etc. and time and adding appropriate device to their integrity and priority, effective teaching should be provided by making use of originality and ingenuity through class improvements for realization of proactive, interactive, and authentic learning as shown in Section 4, 1 in order to foster the qualities/abilities of pupils or students.
 - (b) Systematic and progressive teaching shall be provided in a way that Subjects etc. and each grade relate to each other respectively.
 - (c) In elementary department of special needs education schools that provide education for pupils with visual impairment, hearing impairment, physical disability or health impairment, teaching for the Subjects Areas etc. and Foreign language activities whose objectives and contents of the grade cover two years shall be provided effectively in a step-wise manners throughout the said school years, while consideration is given to the state and characteristics of pupils' disabilities and their developmental stages, in accordance with the actual state of pupils and schools and local communities.
 - (d) In the elementary department, while consideration is given to the actual state of pupils in order to enhance the effect of teaching, being based on their state of disabilities and their stages of development of mind and body and the relationship of the teaching contents, cross-curricular/correlated teaching shall be promoted.
 - (e) In special needs education schools that provide education for pupils or students with intellectual disability, in the case where Subjects etc., Moral education, Foreign language activities, *Tokkatsu*(Student-Led Activities) and Jiritsukatsudo are partly provided or combined as a whole, based on the contents indicated in Subjects etc., Moral education, Foreign language activities, *Tokkatsu*(Student-Led Activities) and Jiritsukatsudo, in accordance with the state of intellectual disabilities and experience etc. of pupils or students, each school shall establish concrete teaching contents. Additionally, in the case where teaching of Subjects etc. are partly provided or combined as a whole, each school shall properly specify their teaching hours.
 - b Upon teaching Subjects etc., each school shall correctly grasp the actual state of individual pupils or students and designing individualized teaching plans with consideration to the following items.
 - (a) Basic and fundamental matters shall be emphasized giving consideration to the pupils' or students' state and characteristics and their developmental stages etc. and their learning progress etc.
 - (b) In order that pupils or students can surely acquire the contents of learning

including learning of basic/fundamental knowledge and skills, in accordance with individualized teaching plans for each pupil or student and the actual state of school, each school shall make efforts to devise/improve its teaching methods and teaching systems. In doing so, by giving consideration to the pupils' or students' state and characteristics and their developmental stages etc. and their learning progress etc., while putting emphasis on individual teaching, each school shall aim at enriching individual-oriented teaching by devising/improving its teaching methods and teaching systems, by adopting learning activities such as group-specific learning, repeated teaching, learning according to proficiency in learning contents, task based learning according to pupils' and students' interest/concerns etc. and supplementary learning and advance learning and securing teaching systems through cooperation among teachers. In doing so, each school shall make use of information meas and educational materials indicated in Section 4 , 1 , (3).

4 Connection between course stages and school stages

Upon formulating curriculum, each school shall aim for connections between course stages and school stages with consideration to the following items.

- (1) In elementary department, each school shall implement educational activities taking into account the competencies developed through early childhood based on The National Curriculum Standard for kindergarten department of special needs education school and the National Curriculum Standard for kindergartens to ensure that the pupils become able to proactively exercise their own abilities while approaching learning, by devising teaching based on "Ideal Image by the End of Childhood".

Furthermore, in education overall in the lower grades, school shall actively seek cooperation in Subjects etc., to ensure that for example competencies for becoming independent and living a rich life that are developed in Living Environment Studies, can be utilized in the learning of other subjects etc., and devise ways to ensure smooth connections between early childhood education and the one from the middle grades onwards. In particular, when pupils initially enroll in elementary department, each school shall devise teaching and prepare teaching plans including establishment of cross-curricular or correlated teaching and flexible class schedules, and centered on Living Environment Studies, to ensure that the things developed through play as spontaneous activities in early childhood are smoothly connected to learning in Subjects etc.

- (2) In elementary department, each school shall take into the National Curriculum Standard for elementary and lower secondary departments of special needs education school or the National Curriculum Standard for lower secondary school and the National Curriculum Standard for upper secondary department of special needs education school or the National Curriculum Standard for Lower secondary school to ensure that there are smooth connections between education in lower secondary department or the one in lower secondary school and subsequent education.
- (3) In lower secondary department, each school shall take into the National Curriculum Standard for elementary and lower secondary departments of special needs education school or the National Curriculum Standard for the elementary school to ensure that learning results until the education in elementary department or the one in elementary school are to be smoothly connected to the one in lower secondary department and students can surely acquire the competencies aiming to be formed by the end of compulsory education stage.
- (4) In lower secondary department, each school shall take into the National Curriculum Standard for upper secondary department of special needs education school or the National Curriculum Standard for Lower secondary school to ensure that there are smooth connections with education in upper secondary department or the one in lower secondary school and subsequent education.

Section 4. Implementation of the curriculum and learning assessment

1 Class improvements toward the realization of proactive, interactive and authentic learning

Consideration shall be given to the following items when giving instruction in Subjects etc.

- (1) Each school shall implement class improvements for realization of the proactive, interactive and authentic learning of the pupils while anticipating the integration of contents such as units and subject matter etc. and hours, so that the matters specified in Section 2, 3, (1) to (3) are realized without bias.

In particular, each school shall pay attention to the fact that perspectives and ways of thinking pertinent to each subject (discipline-based epistemological approaches, hereinafter referred to as “Approaches”) can be forged in pupils or students with their experience to apply the knowledge and skills they have acquired through subject learning and educational activities, to exert their abilities to think, make judgement and express themselves, and to demonstrate their motivation to learn, and humanity so that they will grasp and consider targeted subject matter appropriately and deeply and shall also promote learning with a focus on the process where pupils or students can deepen their understanding by integrating sporadically acquired fragments of knowledge, weave closely examined information into thoughts, work out the solutions to the problems they have detected, and come up with new creations based on their desires and ideas, while utilizing Approaches they have acquired through learning, pertinent to each subject.

- (2) In order to develop the language ability specified in Section 3, 2, (1), each school shall put in place the necessary language environment and enhance the language activities for the pupils in accordance with the characteristics of the Subjects etc., primarily Japanese Language. In conjunction with this, each school shall enhance the reading activities as specified in (7).

- (3) In order to develop the information literacy specified in Section 3, 2, (1), each school should put in place the necessary environment for utilizing information devices, such as computers and information and communications networks, etc. and enhance learning activities that properly utilize these devices. Furthermore, each school should also use other teaching materials and aids properly, such as materials of government statistics and newspapers, audiovisual teaching materials and other teaching and learning devices.

In conjunction with this, each school should systematically implement the following learning activities in accordance with the characteristics of the subjects.

- a Learning activities for the pupils to acquire the basic operation skills with the information devices that are necessary as the foundation of learning, such as keyboarding, etc.
 - b Learning activities for the pupils to experience programming while acquiring the logical thinking ability necessary to be able to carry out deliberate processing on computers.
- (4) Effort should be made to include well-planned activities in which pupils can plan their learning and reflect upon what they have learned.
 - (5) Each school should place importance on experiential learning activities tailored to the characteristics of the subjects, cooperate with families and the local community and ensure that the activities can be implemented systematically and continuously so that the pupils can understand while strongly sensing the finite nature of life, the value of nature, and the importance of proactively taking on challenges and working together with diverse people.
 - (6) Each school should make an effort to come up with ways to promote autonomous and self-motivated learning, while stimulating pupils' interest, such as establishing opportunities for the pupils themselves to choose learning issues and learning activities.
 - (7) Each school should systematically use the school library and utilize its functions, aiming at class improvements for realization of proactive, interactive and authentic learning of pupils, and enhance the autonomous, self-motivated learning activities and reading activities of the pupils. Furthermore, they should actively utilize facilities in the local community such as libraries, museums, art galleries, theaters, music halls, etc. and enhance learning activities such as the gathering and appreciation of information utilizing information resources.
- 2 In the case where the teacher is sent for education of the students that have difficulties to go to school for acquisition of education due to their disabilities, in accordance with the students' condition and learning environment, each school shall devise teaching method and teaching system in order to effectively carry out the learning activities.
- 3 Enhancement of learning assessment
- Consideration should be given to the following items when implementing learning assessment.
- (1) Each school should positively evaluate the strengths and progress, etc. of the pupils or students, so that they can strongly sense the significance and value of what they have learned. Furthermore, from the perspective of ascertaining the status of learning toward realization of the objectives of the subjects, each school should come up with evaluation situations and methods while anticipating the integration of the contents such as the units and subject matter, and the hours to evaluate the processes and outcomes of the learning, aim for the improvement of the instruction and increased learning motivation, and ensure that these are utilized in the development of the competencies.
 - (2) Upon instruction for Subjects etc., each school shall appropriately evaluate the state and results of learning implemented based on individualized teaching plans, make efforts to improve teaching methods and to provide more effective instruction.
 - (3) Each school should promote organized and systematic initiatives and come up with ways to ensure the outcomes of the learning of the pupils are smoothly connected across grades and school stages, so that the validity and trustworthiness of learning evaluation is raised within the process of introducing innovations.

1 Enhancement of instruction to support well-balanced development of pupils or students

Consideration should be given to the following items when engaged in formation and implementation of the curriculum.

- (1) In order to develop a trusting relationship between teachers and pupils or students and better interpersonal relationships amongst the pupils or students as the foundation of learning and life, each school should enhance daily class management. Furthermore, they should support the development of pupils or students through both guidance that offers the instruction and help necessary mainly in group settings, and counseling that takes into account the diverse circumstances of individual pupils or students to offer instruction individually tailored to the issues that each individual faces.

In conjunction with this, each school should come up with forms of instruction utilizing the strengths of the timing of grades in the lower grades, middle grades, and higher grades of elementary department.

- (2) Each school should deepen understanding of pupils or students, link it to learning instruction and enhance student guidance so that the pupils may strongly sense their own presence, form better interpersonal relationships, and achieve current and future self-realization while leading a valuable and enhanced school life.
- (3) Each school should enhance career education in accordance with the characteristics of the subjects, with the primary focus on *Tokkatsu*(Student-Led Activities), so that the pupils or students may anticipate the ties between what they learn and their own future and acquire the competencies that are the necessary foundation for social and occupational independence. In doing so, in order that students can think about their way of living by themselves and select their career, throughout the school educational activities, each school shall provide organized and systematic career education.
- (4) Each school shall make efforts to provide information relating to social education and various kinds of other learning opportunities as well as to raise the level of eagerness to life-long learning in order that the pupils or students can develop the abilities they have at a maximum by making use of the knowledge and skills obtained through school education. In addition, it shall give consideration in order that the students can be familiar with sports, culture and arts activities all their life, lead rich life, and experience various kinds of sports, culture and arts activities in cooperation with local sports associations, culture and arts associations and welfare organizations for disabled people etc.
- (5) Each school shall prepare individualized education support plans in order to provide educational support for the pupils or students from long term

- viewpoint by ensuring liaison with families and communities, and the relevant organizations that carry out the duties such as medical care, child welfare, health care, and labor etc.
- (6) Each school shall further enhance the learning effects for the pupils or students suffering from multiple disabilities (hereinafter referred to as “Person with Multiple Disabilities”) by providing teaching through cooperation with the teachers that have specialized knowledge and skills and special needs education school, asking for guidance/advice by specialized doctors or other specialized persons as necessary.
 - (7) Each school shall maintain close contact with its school doctor etc. and pay sufficient attention to health and safety in accordance with the students’ condition of disabilities etc.
- 2 Adaptation to school life by pupils who have returned to Japan from overseas, and Japanese Language instruction for pupils who have difficulty acquiring Japanese Language
- (1) Each school should help pupils or students who have returned to Japan from overseas, etc. to adapt to school life and provide proper instruction such as utilizing their life experience in foreign countries.
 - (2) For pupils or students who have difficulty acquiring Japanese Language each school should devise instructional contents and methods tailored to the circumstances of individual pupils in an organized and systematic way. In particular, for Japanese Language instruction by resource room, each school should be committed to cooperation among the teachers and to effective instruction by designing plans for instruction individually.
- 3 Considerations for persons who have passed school age
- (1) In lower secondary department, in the case of forming a special curriculum in course offering classes in the evening or other special times for persons who have passed school age, each school should take into account the age, experience or work status, and other circumstances of persons who have passed school age and ensure that the students can acquire the competencies aimed to develop through junior school course in light of the objectives and goals of education in lower secondary department and all Subjects Areas etc. specified in Chapter 2 , Section 2 onwards.
 - (2) In the case of educating persons who have passed school age, each school should be committed to improving and devising teaching methods and teaching systems such as individual or group-specific learning.

Section 6. Cautions regarding school management

- 1 Improvement of the curriculum, school assessment, and cooperation with extracurricular activities
 - (1) Each school should be committed to ensuring that under the policy of the *school principal the school staff divide their roles properly based on the division of school duties, cooperate with each other, and carry out curriculum management utilizing the features of each school. Furthermore, each school*

should take care to implement the school assessment carried out by each school taking into account the fact that formation, implementation and improvement of the curriculum will be the core of the educational activities and school management while linking it to curriculum management.

- (2) When forming and implementing the curriculum, each school should link it to the overall plan of the school in each area, including the school public health plan, the school safety plan, the overall plan for guidance concerning diet and nutrition, the school basic policies to prevent bullying, etc., while taking care to ensure that effective instruction is provided.
 - (3) In lower secondary department, each school should take care to ensure that extracurricular school activities are linked to the curriculum. In particular, schools should take care to ensure that club activities, which are carried out on the basis of students' positive and voluntary participation, are linked to the curriculum as part of the school education with the recognition that they are highly likely to familiarize students with sports, culture, or science, increase their motivation to learn and cultivate a sense of responsibility and solidarity, all of which are conducive to the development of students' competencies which each school is expected to attain. In working towards these goals, each school should come up with operational methods for cooperation with people in the local community, cooperation with a range of organizations including social educational facilities and social education-related organizations, in accordance with the circumstances of the school and the local community, to ensure that a sustainable operational system is put in place.
- 2 Cooperation with families and the local community and cooperation among schools.

Consideration should be given to the following items when engaged in formation and implementation of the curriculum.

- (1) In order for each school to achieve its objectives, it should deepen cooperation and joint initiatives with families and the local community; for example obtaining the cooperation of families and people in the local community to arrange the personnel and facilities necessary for the implementation of educational activities in accordance with the circumstances of the school and the local community. Furthermore, each school should establish opportunities for exchanges across generations in the local community, such as with the elderly and between children of different ages.
- (2) Each school should carry out cooperation and exchanges with other elementary schools, kindergartens, centers for early childhood education and care, nurseries, lower secondary schools, upper secondary schools, special needs education schools and provide pupils or students with opportunities for joint activities and learning preschoolers, pupils, or students without any disability and foster an attitude of living cooperatively while respecting one another.

Especially, each school shall actively establish the opportunities to hold activities together with local people as well as to establish the opportunities for exchanges and joint learning activities with pupils in elementary schools and the students in lower secondary school students through the entire educational activities of schools in order to cultivate active attitude and foster sociability and rich human sensibility for the pupils of elementary department and the students in lower secondary departments.

- 3 As a result of demands from elementary schools or lower secondary schools,

each school shall make efforts to play roles appropriate as the center of special needs education carried out in the communities that utilize specialization in its teachers and facilities/equipment including providing advice and support necessary for the teachers responsible for the pupils or students with disabilities and education of the said pupils or students and providing educational advice for their parents or guardians in accordance with the actual condition of the communities and upon request from homes etc. In doing so, each school shall coordinate with other special supported schools and local elementary schools or lower secondary schools etc. as well as organize the systems within school in order to be able to organizationally tackle the issues as the school.

Section 8. Dealing with the Curriculum relating to pupils or students with Multiple disabilities etc.

- 1 When particularly necessary due to the pupils' or students' condition of disabilities, the following shall be indicated. In doing so, attention shall be paid to systematicity of the objectives of the following grade of the said grade (in special needs education schools that provide education for pupils or students with intellectual disability, the following stage of the said stage) or the following course and the said grade and the relationship of the contents thereof of Subjects etc., Moral education, Foreign language activities and *Tokkatsu* (Student-Led Activities).
 - (1) A part of the objectives and contents of Subjects etc. and Foreign language activities may not be dealt with.
 - (2) A part of or all of the objectives and contents of Subjects etc. of each grade may be substituted by a part of or all of the objectives and contents of Subjects of the prior grades of the said grade course.
 - (3) For the subject of Foreign language of the special needs education schools that provide education to pupils with visual impairment, hearing impairment or physical disability or health impairment, a part of the objectives and contents of Foreign language activities may be adopted.
 - (4) A part of or all of the objectives and contents of Subjects etc. of lower secondary department may be substituted by the matters relating to a part of or all of the objectives and contents of Subjects equivalent to the said subject and the objectives and contents of Moral education.
 - (5) In the subject of Foreign language of lower secondary department, a part of the objectives and contents of Foreign language activities of elementary department may be adopted.
 - (6) The objectives and contents of fields indicated in the National Curriculum Standard for kindergarten department of special needs education school.
- 2 Among the students that learn in the special needs education schools for elementary department that provide education to students with intellectual disability, for the ones that have learned the contents and achieve the goals of Subjects or Foreign language activities indicated in the three stages of elementary department, a part of the objectives and contents of Subjects indicated in Chapter 2 of the National Standard Curriculum of lower secondary school and Foreign language activities indicated in Chapter 4 may

be adopted.

Additionally, for the students that learn in the special needs education schools for lower secondary department that provide education to students with intellectual disability and have learned the contents of Subjects indicated in the two stages of the lower secondary department of such schools and achieved their objectives, a part of the objectives and contents of the Subjects indicated in Chapter 2 of the National Standard Curriculum of lower secondary school and Foreign language activities indicated in Chapter 4 may be adopted.

- 3 Among the students that learn in special needs education schools that provide education to students with visual impairment, hearing impairment or physical disability or health impairment, regarding the one that also suffer from intellectual disability, a part of or all of the objectives and contents of Subjects etc. of lower secondary department may be substituted by a part or all of the objectives and contents of Subjects of special needs education schools that provide education for pupils or students with intellectual disability indicated in Chapter 2, Section 1, Subsection 2 or Section 2, Subsection 2 equivalent to the said subjects. In addition, regarding the pupils in elementary department, a part of or all of the objectives and contents of Foreign language activities can be substituted by a part of or all of the ones of Foreign language activities of special needs education schools that provide education for pupils with intellectual disability. Accordingly, in this case, for pupils in elementary department, the subject of Foreign language and Period for Integrated Study may not be established and for students in lower secondary department, the subject of Foreign language may not be.
- 4 If especially necessary for any student that suffers from multiple disabilities due to the condition of his/her disability, each school may provide instruction by substituting the one focusing on Jiritsukatsudo for a part of matters relating to the objectives and contents of Subjects, Moral education, Foreign language activities or *Tokkatsu*(Student-Led Activities) or Subjects Foreign language activities or Period for Integrated Study.
- 5 In the case where the teacher is sent for education of the students that have difficulties to go to school for acquisition of education due to their disabilities, the items indicated in the above-mentioned 1 to 4 may be applied.
- 6 For Persons with Multiple Disabilities and the pupils or students that are undergoing medical treatment and the ones that have difficulties to go to school for acquisition of education due to their disabilities, in the case where the said pupils or students receive education by having teachers sent to them, the number of teaching hours according to the actual situation shall be properly specified.

Chapter 2. Subject Areas

Section 1. Elementary department

Subsection 1 Special needs education schools that provide education for pupils with visual impairment, hearing impairment, physical disability or health impairment

The objectives of Subject and the objectives and contents of each grade shall correspond to the ones indicated in Chapter 2 Upon preparing teaching plans and dealing with the contents over each grade, with full consideration to the state and characteristics of pupils' disabilities and their developmental stages, the following items shall be especially considered.

- 1 Special needs education schools that provide education for the pupils with visual impairment
 - (1) Each school shall make efforts to enable the pupils to formulate accurate concepts by relating concrete objects/events and actions to words in using their senses of hearing, touch and remaining sight well and to understand words correctly and use them.
 - (2) Each school shall methodically teach in order to enhance their abilities for reading/writing Braille or characters in accordance with the condition of the pupils' visual impairment. Additionally, it shall provide appropriate teaching for the pupils that always learn in Braille in order to promote understanding Chinese characters/Chinese words in accordance with their developmental stages etc.
 - (3) Each school shall select the appropriate teaching contents carefully and implement teaching in order that they can certainly learn the basic/fundamental matters in accordance with the condition of the pupils' visual impairment.
 - (4) Each school shall devise the teaching methods with consideration to the pupils' condition of visual impairment in order that they can effectively collect/arrange various kinds of information and independently learn through utilization of information device such as optical aids and computer and various kinds of educational materials including tactile materials, extended materials and audio materials etc.
 - (5) Each school shall make efforts to enable the pupils to carry out active learning activities with expectation and to form the concept of space and time by considering in order that they can appropriately grasp the condition of the situations and process of activities.
- 2 Special needs education schools that provide education to pupils with hearing impairment
 - (1) Each school shall make efforts to foster abilities to think corresponding to pupils' development by forming accurate language concept regarding the words as the basis of learning through experiential activities.
 - (2) Each school shall devise to foster the independent attitude to read books and to write and express their conception in accordance with the stage of the

- pupils' language development.
- (3) Each school shall devise the teaching methods in order to enable the pupils to communicate accurately by making use of sound, characters, sign language and fingerspelling etc. appropriately and adopting learning activities such as presentation and discussion between pupils actively in accordance with the condition of the pupils' hearing impairment.
 - (4) Each school shall endeavor to develop effective learning activities by making the best use of pupils' remaining hearing through the use of hearing aid and cochlea implant etc. in accordance with the condition of the pupils' hearing impairment.
 - (5) Each school shall select the appropriate teaching contents carefully and devise the teaching such as putting priority on the basic/fundamental matters in accordance with pupils' language concept and abilities to read/write
 - (6) Each school shall make efforts to enhance the teaching effects by effectively utilizing information devices such as computers etc. as well as to devise the materials/teaching tools that make the pupils easier to obtain information visually and the methods for utilizing them.
- 3 Special needs education schools that provide education for pupils with physical disability
- (1) Each school shall make efforts to foster to create language concept etc. through experiential activities and to foster the ability to think, to make judgements and to express themselves in accordance with the pupils' condition of disabilities and the developmental stages.
 - (2) Each school shall provide systematical teaching by appropriately establishing the teaching contents and allocating much time to the emphasized matters with consideration to the condition of the pupils' physical movement and characteristics of their cognition and learning state of the contents of Subject Areas etc.
 - (3) Each school shall devise the teaching methods in accordance with the pupils' attitude and characteristics of cognition etc.
 - (4) Each school shall endeavor to enhance the effect of teaching by effectively making use of information devices such as computers as well as devise for suitable auxiliary tools and auxiliary means in accordance with the movement of the pupils' body and their condition of communication etc.
 - (5) Upon teaching Subject Areas, each school shall make efforts to maintain close relationships especially with teaching in the classes of Jiritsukatsudo and to further enhance the learning effects.
- 4 Special needs education schools that provide education to students with health impairment
- (1) Each school shall make efforts to develop effective learning activities by devising with consideration to continuity of the teaching contents and aiming at mutual relation among Subject Areas as well as selecting the appropriate contents of teaching carefully and focusing on the basic/fundamental matters in accordance with individual pupils' learning state and condition of diseases, and the restricted number of teaching classes etc.
 - (2) Upon teaching the contents relating to maintenance, management and improvement of health condition, each school shall endeavor to keep close relation to teaching in Jiritsukatsudo and to further heighten the learning

effects in order to enhance the pupils' abilities toward learning while deepening autonomous self-understanding.

- (3) Upon teaching the contents with experiential activities, each school shall make efforts to develop effective learning activities by devising the teaching methods such as adopting indirect experience, simulated experience and virtual experience etc. in accordance with the pupils' condition of diseases and learning environment.
- (4) Each school shall endeavor to enhance the effect of teaching by effectively making use of information devices such as computers as well as devising materials/teaching tools and auxiliary tools such as input support device etc. in accordance with restriction of the pupils' physical activities, characteristics of cognition, and learning environment etc.
- (5) Each school shall pay attention not to put excessive load of learning activities to the pupils nor restrict such activities beyond necessity with consideration to the condition of the pupils' diseases etc.
- (6) For the pupils that have difficulties in maintaining posture and conduct learning activities for a long time due to diseases, each school shall pay attention to change their posture and to secure appropriate rest for them.

Subsection 2 Special needs education schools that provide education to students with intellectual disability

1 Objectives and Contents of Subjects

[Living Environment Studies]

1 Objectives

- (1) To help pupils foster the following qualities/abilities in order to become independent and enrich their own lives by making best use of approaches/perspectives through concrete activities and experiences.
- (2) To help pupils understand the relationship between themselves, their daily lives, people around them, society and nature and express what they think about.
- (3) To help pupils foster the attitude to manage their own affairs, voluntarily work on people around them, society and nature, learn with volition and self-confidence and enrich their own lives.

2 Objectives and contents of each stage

○1st stage

(1) Objectives

- a To help pupils become interested in themselves, people around them, characteristics of society and nature and to help them acquire basic habits and skills essential for life in the process of activities and experiences.
- b To help pupils become interested in themselves and their daily lives, people around them, society and nature and express what they have sensed.

- c To help pupils foster the attitude to become motivated to take care of themselves, have interest in people around them, society and nature, learn with volition and make use of what they have learned in their own lives.

(2) Contents

a Basic lifestyle habits

Each school shall provide instruction in order to help pupils acquire the following matters through primary learning activities relating to lifestyle habits such as diet and toilet etc.

- (a) To help pupils develop their ideas about simple self-care activity and intend to tidy up with the cooperation of their teachers.
- (b) To help pupils to acquire primary knowledge and skills relating to simple self-care activity.

b Safety

Each school shall provide instruction in order to help pupils acquire the following matters through primary learning activities relating to safety against danger and dangerous places.

- (a) To help pupils develop their ideas about safety around them and intend to work on safe lives in cooperation with their teachers.
- (b) To help pupils to acquire primary knowledge and skills relating to safety.

c Routine/schedule

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities carried out with teachers by following their routine.

- (a) To help pupils develop their ideas about simple routine around them and intend to act with their teachers by following such routine.
- (b) To help pupils become interested in simple routine.

d Play

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to devise ways to play by themselves.

- (a) To help pupils develop their ideas about play around them and intend to play in the same places with their teachers and friends.
- (b) To help pupils become interested in play around them and ways to play.

e Contacting with persons

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities in small groups.

- (a) To help pupils develop their ideas about their teachers and people around them and intend to express simple greetings to them.
- (b) To help pupils become interested in ways to contact with people around them.

f Roles

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to the roles in groups of classrooms etc.

- (a) To help pupils develop their ideas about groups around them and willingly participate in them with teachers.

(b) To help pupils become interested in their roles in groups.

g Assistance/work

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to distribution of printed matters and simple assistance around them with their teachers.

(a) To help pupils intend to work on simple assistance and work around them with their teachers.

(b) To help pupils become interested in simple assistance and work

h Handling money

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to simple shopping and careful handling of money.

(a) To help pupils handle money with their teachers in their daily lives.

(b) To help pupils become interested in ways to handle money.

i Rules

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to simple rules in their school lives.

(a) To help pupils willingly act with their teachers in line with simple rules around them.

(b) To help pupils become interested in simple rules.

j Social systems and public facilities

Each school shall provide instruction in order to help pupils acquire the following matters by becoming interested in their family members and neighbors and through learning activities relating to public facilities such as parks etc.

(a) To help pupils develop their ideas about social systems and public facilities around them and intend to tell all the people about them with their teachers.

(b) To help pupils become interested in social systems and ways to use public facilities around them.

k Life/nature

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to contact with nature such as parks and hills and fields etc. and having interest/concerns in animals and plants etc. with their teachers.

(a) To help pupils develop their ideas about lives and nature around them and intend to tell all the people about them with their teachers.

(b) To help pupils become interested in lives and nature around them.

l Structure and functions of things

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to becoming aware of weight of things in their daily lives.

(a) To help pupils develop their ideas about structure and functions of things around them and intend to tell all the people about them with their teachers.

(b) To help pupils become interested in structure and functions of things

around them.

o2nd stage

(1) Objectives

- a To help pupils become interested in themselves, people around them, characteristics of and changes in society and nature and to help them acquire basic habits and skills essential for life in the process of activities and experiences.
- b To help pupils develop their ideas about themselves and their daily lives, people around them, society and nature and express what they have sensed.
- c To help pupils foster the attitude to become motivated to take care of themselves, voluntarily work on people around them, society and nature, learn with volition and self-confidence and make use of what they have learned in their own lives.

(2) Contents

a Basic lifestyle habits

Each school shall provide instruction in order to help pupils acquire the following matters through primary learning activities relating to lifestyle habits such as diet, toilet and sanitary etc.

- (a) To help pupils understand necessary self-care activity and intend to make use of such tidying up.
- (b) To help pupils to acquire primary knowledge and skills relating to self-care activity necessary for their everyday lives.

b Safety

Each school shall provide instruction in order to help pupils acquire the following matters through primary learning activities relating to ways to use play tools and equipment, basic safety and disaster prevention such as fire drills.

- (a) To help pupils become interested in safety in their everyday life and intend to work on safe lives while asking for aids from their teachers.
- (b) To help pupils acquire primary knowledge and skills relating to safety and disaster prevention.

c Routine/schedule

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to independent working on with expectation by using pictures and photo cards as a cue.

- (a) To help pupils understand their familiar routine/schedule and intend to act by following their routine while asking for aids from their teachers.
- (b) To help pupils know about their familiar routine/schedule.

d Play

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to simple play with their teachers and friend.

- (a) To help pupils play with their teachers and friends by following simple rules in their familiar play and intend to devise such play.
- (b) To help pupils know the play with simple rules.

e Contacting with persons

Each school shall provide instruction in order to help pupils acquire the following matters through primary learning activities relating to contacting with the persons they are familiar with.

- (a) To help pupils know the persons they are familiar with and intend to

greet and talk to them while asking for aids from their teachers.

- (b) To help pupils know ways to contact with the persons they are familiar with.

f Roles

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to their roles in the groups of classroom and grade, and that consist of pupils of different ages.

- (a) To help pupils participate in their familiar group activities and intend to carry out simple activities for which they have some responsibility.
- (b) To help pupils know about the roles of simple activity for which they have some responsibility.

g Assistance/work

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to assistance and work by which they can help people.

- (a) To help pupils intend to carry out simple and familiar assistance and work while asking for aids from their teachers.
- (b) To help pupils know about simple assistance and work.

h Handling money

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to becoming aware of value of money and handling money.

- (a) To help pupils go shopping while asking for aids from their teacher and develop their ideas about importance and necessity of money.
- (b) To help pupils know about ways to handle money.

i Rules

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to simple rules and manners such as following the order and crossing the road by obeying traffic lights.

- (a) To help pupils develop their ideas about simple and familiar rules and manners and intend to act by obeying such rules and manners.
- (b) To help pupils know about simple rules and manners.

j Social systems and public facilities

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to the regions they live and public facilities such as libraries and children's centers etc.

- (a) To help pupils develop their ideas about social systems and public facilities around them while asking for aids from their teachers and intend to express such system and facilities.
- (b) To help pupils know about ways to use social systems and public facilities around them.

k Life/nature

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to having interest in/concerns about living things by taking care of small animals etc. and become concerned about climate changes and characteristics of seasons.

- (a) To help pupils understand characteristics of and changes in lives and

nature around them and intend to express them.

(b) To help pupils know about lives and nature around them.

1 Structure and functions of things

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to structure and functions of things in their daily lives.

(a) To help pupils understand structure and functions of things around them and intend to express them.

(b) To help pupils know about structure and functions of things around them.

○3rd stage

(1) Objectives

a To help pupils develop their ideas about themselves, people close to them, characteristics and strengths of society and nature and their relationship and acquire habits and skills necessary for their lives in the process of activities and experiences.

b To help pupils understand themselves, lives around them, people close to them, society and nature and relationship between such society and nature and them and enable them express what they think.

c To help pupils foster attitude to work on their self-care activities, voluntarily work on society and nature, learn with volition and self-confidence and enrich their lives.

(2) Contents

a Basic lifestyle habits

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to basic lifestyle habits and things useful for their daily lives such as organizing their own stuff and appearance etc.

(a) To help pupils understand necessary self-care activities and basic lifestyle habits in groups and intend to make use of such activities and habits in their daily lives.

(b) To help pupils acquire knowledge and skills relating to self-care activities necessary for their daily lives.

b Safety

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to safety and disaster prevention such as traffic safety and fire drills etc.

(a) To help pupils become concerned about safety and disaster prevention in their daily lives and make efforts to lead safe lives.

(b) To help pupils acquire knowledge and skills relating to safety and disaster prevention.

c Routine/schedule

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to schedule for about one week, school events and schedule at their homes.

(a) To help pupils understand routine/schedule in their daily lives and intend to act while taking into such schedule account and with perspectives.

- (b) To help pupils acquire knowledge and skills necessary for building up routine and schedule that are familiar with them.

d Play

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to play in their daily lives.

- (a) To help pupils have contact with their friends, obey the rules of such play, devise and advance it and intend to get along with their friends.
- (b) To help pupils acquire knowledge and skills for play that have rules and getting along with their friends etc.

e Contacting with persons

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to talking about the things that are familiar with them with teachers and friends.

- (a) To help pupils understand contact with persons around them and themselves and intend to simply deal with them alone.
- (b) To help pupils acquire knowledge and skills in order to simply deal with persons around them.

f Roles

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to roles in various groups and regions.

- (a) To help pupils voluntarily participate in various group activities and intend to plan simple roles.
- (b) To help pupils acquire knowledge and skills to play simple roles in groups.

g Assistance/work

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to various kinds of assistance such as voluntarily cooking and producing etc. and organizing equipment etc. in classrooms.

- (a) To willingly carry out assistance and work in pupils' daily lives.
- (b) To acquire knowledge and skills to carry out assistance and work.

h Handling money

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to money such as combining necessary coins according to prices.

- (a) To help pupils understand value of money and get used to handling money.
- (b) To help pupils acquire knowledge and skills such as handling money.

i Rules

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to school rules and manners etc. in public places.

- (a) To help pupils understand simple rules and manners in their daily lives and intend to act by obeying them.
- (b) To help pupils acquire knowledge and skills relating to simple rules and

manners.

j Social systems and public facilities

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to state of society such as geography of their own regions and their surrounding areas etc. and public facilities such as police office and fire station etc.

(a) To help pupils understand social systems and public facilities relating to their daily lives and express them.

(b) To help pupils know about social systems and public facilities relating to their daily lives and make use of them.

k Life/nature

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to raising insects, fish and birds around them and growing flowering plants and changes of four seasons and motions of heavenly bodies etc.

(a) To help pupils understand lives related to their daily lives and characteristics of and changes in nature and express them.

(b) To help pupils research becoming concerned in lives and nature relating to their daily lives.

l Structure and functions of things

Each school shall provide instruction in order to help pupils acquire the following matters through learning activities relating to structure of things etc. in their daily lives.

(a) To help pupils understand structure and functions of things in their daily lives and express them.

(b) To help pupils research becoming concerned in structure and functions of things.

3 Designing teaching plans and dealing with the contents

(1) In designing the teaching plans, consideration should be given to the following:

a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the units and the hours including annual teaching hours, toward cultivating their qualities/abilities that are fostered during such time. In doing so, each school shall help pupils deepen their concerns in relationship with society and nature close to them through actual activities in concrete scenes.

b Each school shall seek coordination among Subjects etc. make efforts to increase effectiveness of teaching and to be able to provide systematic/developmental instruction, looking toward learning in Social Studies, Science and Vocation and Home Economics in lower secondary department.

c Regarding 2 Contents of each stage, k, each school shall devise to continuously raise animals and grow plants in order to deepen involvement in them.

d When pupils initially enroll in elementary schools, each school shall devise to ensure that the things developed through play in early childhood are smoothly connected from comprehensive learning to learning in all subjects etc. and enable them to move toward more self-

conscious learning while becoming able to proactively exercise their own abilities.

- e Each school shall help pupils become conscious that what they can do by themselves and their roles are increased through activities to reflect on their own lives and development and enable them to grow more by feeling gratitude for those who have supported their lives and growth so far and to be able to live actively with positive prospects for their future development.
- (2) Upon handling 2 Contents of each stage, the following matters shall be considered.
- a Upon implementing concrete activities and experience, each school shall be able to provide practical instruction for pupils according to their daily routine.
 - b Each school shall enable pupils to take pleasure in activities relating to people around them, society and nature and to express by various ways and think about what they have noticed and enjoyed through such activities.
 - c Each school shall help pupils carry out various learning activities such as finding, comparing, likening, experimenting, expecting and devising in order to have them think based on what they have recognized through concrete activities and experiences.
 - d In 2 Contents of each stage, h , each school shall make efforts to provide concrete instruction while consideration collaboration with aromatics.
 - e Upon carrying out concrete activities and experiences, each school shall help pupils contact with various persons such as infants and elderly people etc. around them.

[Japanese Language]

1 Objectives

By utilizing approaches/perspectives through words, through language activities, each school shall aim at fostering the qualities/abilities to accurately comprehend and properly express the Japanese Language as follows.

- (1) To help pupils comprehend and use the characteristics of the Japanese Language required for their daily lives.
- (2) To help pupils acquire the ability to interact in involvement in the persons in their daily lives and foster the abilities to think and imagine.
- (3) To help pupils recognize strength of interaction by words and to cultivate sense of language and to foster attitude to respect Japanese Language and foster the attitude to improve the ability for it.

2 Objective and contents of each stage

○1st stage

(1) Objectives

- a To enable pupils to understand and use the words that are familiar with and necessary for their daily lives and to contact with various words and Traditional linguistic culture.
- b To help pupils cultivate the ability to imagine words and receive

connection by words and enable them to communicate each other in the connection with persons in their daily lives and to have their own feeling.

- c To help pupils recognize strength of expressing themselves through words and foster the attitude to proactively use language.

(2) Contents

[Knowledge and skills]

- a Each school shall provide instruction in order that pupils can acquire the following items relating characteristics of and usage of words.
 - (a) To help pupils get used to familiar persons talking to them and feel that words express the contents of things.
 - (b) To help pupils experience sounds and rhythms that words have and experience the things and image that words express.
- b Each school shall provide instruction in order that pupils can acquire the following items relating to traditional linguistic culture.
 - (a) To help pupils become familiar with old Japanese tales by listening to story being aloud read.
 - (b) To help pupils experience pleasure that words have through play.
 - (c) To help pupils understand and use the following items relating to writing.
 - ㉑ To help pupils recognize writing by experiencing various kinds of writing tools.
 - ㉒ To help pupils recognize ways to hold writing tools and writing in the right posture.
 - (d) To help pupils focus on story being aloud read and become interested in various kinds of picture books.

[Ability to think, make judgements and express etc.]

A Listening/speaking

Each school shall provide instruction in order that pupils can acquire the following items relating to listening/speaking.

- a To enable pupils to imitate voices corresponding to teachers' talks and story being aloud read and express by facial expression and gesture, and simple spoken language.
- b To help pupils pay attention to their familiar persons when they talk to pupils and answer to them.
- c To help pupils contemplate what they want to convey and express it by gesture and voice.

B Writing

Each school shall provide instruction in order that pupils can acquire the following items relating to writing.

- a To help pupils contemplate and select what they want to convey regarding contact with their familiar persons and events.
- b To help pupils become interested in characters and work on writing them.

C Reading

Each school shall provide instruction in order that pupils can acquire the following items relating to reading.

- a To help pupils became aware of and pay attention to familiar events

and living things shown in picture books etc. when looking at such books with their teachers.

- b To help pupils express the things and events they know by finger pointing when looking at such books.
- c To help pupils act according to the meaning indicated by the signs such as pictures and arrows.
- d To help pupils looking forward to the following scenes and imitate the movements of the characters by looking at picture books etc.

○2nd stage

(1) Objectives

- a Each school shall enable pupils to acquire the words that are familiar with and necessary for their daily lives and to experience various kinds of words and Traditional linguistic culture.
- b Each school shall enable pupils to cultivate the ability to remember and receive the matters that words express and to communicate each other in the connection with persons in their daily lives and to have their own feeling.
- c Each school shall help pupils feel strengths of words and become familiar with story being aloud read and foster the attitude to proactively listen to and convey interaction by words

(2) Contents

[Knowledge and skills]

- a Each school shall provide instruction in order that pupils can acquire the following items relating characteristics and usage of words.
 - (a) To help pupils get used to familiar persons talking to them and feel that words their emotions and claims.
 - (b) To help pupils read hiragana characters that are usually used in their daily lives.
 - (c) To experience various kinds of words, such as names of things and motions etc., through conversation with their familiar persons.
- b Each school shall provide instruction in order that pupils can acquire the following items relating to Traditional linguistic culture.
 - (a) To help pupils become familiar with sound and rhythm of words by listening to story being aloud read of Japanese old tales and the lyrics of the children's songs and imitating words etc.
 - (b) To help pupils become familiar with expression by words through play and interaction.
 - (c) To help pupils understand and use the following matters relating to writing.
 - ㉑ To help pupils become familiar with writing by using various kinds of writing tools.
 - ㉒ To help pupils acquire the basic of penmanship to accurately hold writing tools and writing in the right posture by copying and tracing.
 - (d) To help pupils become interested in various kinds of picture books and illustrated reference books by becoming familiar with story being aloud read and reading word by word etc.

[Ability to think, make judgements and express etc.]

A Listening/speaking

Each school shall provide instruction in order that pupils can acquire the

following items relating to listening/speaking.

- a To help pupils become familiar with talks by familiar persons, connect simple matters with words and phrases and recall the matters from words and phrases.
- b To help pupils listen to simple indications and explanations and act in response to such indications etc.
- c To help pupils think about what they want to convey their experiences.
- d To enable pupils to greet and express simple speech.

B Writing

Each school shall provide instruction in order that pupils can acquire the following items relating to writing.

- a To help pupils recall and select what they want to convey their familiar things among experiences by using photos as a cue.
- b To help pupils recognize that they can express their own names and the ones of things by characters, trace and write simple hiragana characters.

C Reading

Each school shall provide instruction in order that pupils can acquire the following items relating to reading.

- a To help pupils imagine the things and motions that appear in picture books etc. by looking at such books with their teachers.
- b To help pupils roughly grasp the contents such as passage of time by looking at picture books etc. with their teachers.
- c To help pupils develop their ideas about the characteristics of signs that are usually used in their daily lives and intend to read them and act according to the meaning displayed on them.
- d To help pupils convey their favorite scenes on the picture books and imitate their words.

○3rd stage

(1) Objectives

- a Each school shall enable pupils to acquire knowledge and skills of Japanese Language understand necessary for their daily lives to experience and become familiar with Traditional linguistic culture.
- b To enable pupils to cultivate the ability to remember, feel and imagine the sequential orders of events, to communicate each other in the connection with persons in their daily lives and to recall and consider.
- c To help pupils feel strengths of words, to foster the attitude to become familiar with books and to proactively convey and receive their emotions and thoughts.

(2) Contents

[Knowledge and skills]

- a Each school shall provide instruction that pupils can acquire the following items relating to characteristics and usage of words.
 - (a) To help pupils become aware that words have functions to express the contents of things through conversation with their familiar persons and story being aloud read.
 - (b) To help pupils speak by paying attention to their posture and mouth

form.

- (c) To help pupils recognize correct pronunciation of words and phrases that include short-stressed sounds and long sounds, hiragana characters, katakana characters and Chinese characters that are usually used in their daily lives.
- (d) To help pupils become aware that words have unity of words and phrases according to their meanings.
- (e) To help pupils recognize that the meaning changes according to relationship between the subject and predicate and usage of postpositional particles.
- (f) To read aloud in the right posture.
- b Each school shall provide instruction in order that pupils can acquire the following items relating to handling of information contained in talks and sentences.
 - (a) To help pupils comprehend the relationship between information and information such as the start and end of the things.
 - (b) To help pupils comprehend and use ways for research by making use of books.
- c Each school shall provide instruction in order that pupils can acquire the following items relating to Traditional linguistic culture.
 - (a) To help pupils become familiar with sound and rhythm of words by listening to story being aloud read of Japanese folktales and myths/legends etc.
 - (b) To help pupils experience various kinds of words and phrases and expressions of sentences through experiences to communicate the events and what they have experienced.
 - (c) To help pupils understand and use the following matters relating to writing.
 - Ⓐ To help pupils select writing tools suitable for their purposes.
 - Ⓑ To help pupils correct their posture and ways to hold writing tools and write carefully while paying attention to the forms of hiragana and katakana characters.
 - (d) To help pupils become familiar with story being aloud read and recognize various kinds of picture books and illustrated reference books.

[Ability to think, make judgements and express etc.]

A Listening/speakin

Each school shall provide instruction in order that pupils can acquire the following items relating to listening/speaking.

- a To help pupils listen to rough stories of the events through the picture books being aloud read.
- b To help pupils recall what they have experienced and think what they want to convey.
- c To help pupils recall and think about the outline of what they have seen and heard and their own emotions.
- d To help pupils use cliches such as greetings and answers on the phone etc.
- e To help pupils pay attention to pronunciation and volume of voice to convey to other parties.
- f To help pupils become concerned about what other parties' talk, convey their own emotions and thoughts and accept other parties' emotions

and thoughts.

B Writing

Each school shall provide instruction in order that pupils can acquire the following items relating to writing.

- a To help pupils find the things that they want to write about what they have learned and experienced around them and collect necessary events for the writing theme.
- b To help pupils devise the order of events that they want to convey from what they have learned and experienced.
- c To help pupils write simple words and phrases and short sentences about what they have learned and experienced.
- d To help read the words and phrases and sentences that they have written and correct errors.
- e To help pupils convey impressions on the sentences etc.

C Reading

Each school shall provide instruction in order that pupils can acquire the following items relating to reading.

- a To help pupils read picture books and easy reading matters and imagine the actions of characters and the state of the scenes in connection with illustration.
- b To help pupils read picture books and easy reading matters and grasp outline the contents such as temporal order etc.
- c To help pupils read words and phrases and sentences and sign boards necessary for their daily lives and select necessary things and act corresponding to them.
- d To help pupils read aloud and act pretending to be the characters.

3 Designing teaching plans and dealing with the contents

(1) In designing the teaching plans, consideration should be given to the following:

- a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the units and the hours, toward cultivating pupils' qualities/abilities that are fostered during such time. In doing so, each school shall enhance learning to enable pupils to acquire the characteristics and usage of language and to deepen their emotions and thoughts by utilizing approaches/perspectives by words through language activities.
- b Concerning the items indicated in [Knowledge and skills] of 2 Contents of each stage, instruction shall be basically provided through the one of the items indicated in [Ability to think, make judgements and express etc.] .
- c The number of teaching hours allocated for instruction relating to "A Listening/speaking" of [Ability to think, make judgements and express etc.] of 2 Contents of each stage shall be properly specified with consideration to the pupils' language development. Additionally, each school shall devise instruction in order to increase its effectiveness by proactively making use of the educational materials for spoken language.
- d The number of teaching hours allocated for instruction relating to "B Writing" of [Ability to think, make judgements and express etc.] of 2 Contents of each stage shall be properly specified with consideration to

pupils' athletic abilities and skillfulness etc. Additionally, each school shall properly make individual-oriented choice for the contents and ways to express in writing.

- e The number of teaching hours allocated for instruction relating to “C Reading” of [Ability to think, make judgements and express etc.] of 2 Contents of each stage shall be properly specified with consideration to pupils' language development. Additionally, each school shall create opportunities for pupils to experience various kinds of themes and sentences step-by-step centering on their familiar themes.
- (2) Upon handling 2 Contents of each stage, the following matters shall be considered.
- a The items relating to characters in 2 Contents of each stage shall be dealt with as follows.
 - (a) Each school shall devise instruction in order that pupils can read and write hiragana and katakana and recognize the kinds of words written by katakana and use in their sentences and descriptions.
 - (b) Each school shall create the teaching contents such as reading necessary Chinese characters in their daily lives and other subjects etc. and use them in in their sentences and descriptions etc. and provide instruction.
 - (c) Each school shall enable pupils to acquire literacy of hiragana and katakana and to deal with Roman characters in accordance with pupils' learning situation such as being able to take character forms.
 - b Upon teaching 2 Contents, consideration shall be given in order that pupils can make use of school libraries etc. with objectives in a planned way and become familiar with books.
 - c Concerning teaching materials, care shall be taken for the following items.
 - (a) Each school shall create opportunities to gradually experience various kinds and forms of sentences and descriptions while mainly handling the themes that pupils have interest/concerns and the familiar ones relating to their lives, in accordance with the state and characteristics of pupils' disabilities and developmental stage of mind and body etc. In doing so, emphasis shall be put on the activities in which pupils can convey their thoughts and emotions.
 - (b) The teaching materials for reading shall be selected in such a way that pupils easily grasp changes of scenes and transition of storylines.

[Arithmetic]

1 Objectives

By utilizing approaches/perspectives Arithmetical, through mathematical activities, each school shall aim at fostering the qualities/abilities to think mathematically.

- (1) Each school shall help pupils develop their ideas about and understand basic/fundamental concept and properties regarding numbers/quantities and geometrical figures and acquire skills to handle daily events by paying attention to numbers/quantities and geometrical figures.
- (2) Each school shall help pupils foster the ability to intuitively understand numbers/quantities and geometrical figures from daily events, the one to develop their ideas about and perceive properties of basic/fundamental numbers/ quantities and geometrical figures and the one to simply/clearly/accurately express the events by making use of mathematical

expressions and to flexibly express them.

- (3) Each school shall help pupils find pleasure in mathematical activities, have interest/concerns in mathematics, foster the attitude to find better solutions for questions in connection with what they have learned and the one to proactively make use of what they have learned in mathematics in their lives as well as in their learning.

2 Objective and contents of each stage

○1st stage

(1) Objectives

A Basic of numbers/quantities

- a To help pupils develop their ideas about the objects around them and acquire the skills to correspond to and combine them etc.
- b To help pupils involve in mathematics with concern such as making one-to-on correspondence between the objects round them and combining them etc.
- c To help pupils develop their ideas about numbers/quantities and geometrical figures and foster the attitude to proactively work on Arithmetical learning with concern.

B Numbers and calculations

- a To help pupils develop their ideas about presence or absence of objects and numerical elements up to three and acquire the skills to be involved in the objects having concerned about the numbers for objects around them.
- b To help pupils pay attention to presence or absence of objects and numerical elements and the ability to intuitively understand numbers and express by making use of numbers.
- c To help pupils develop their ideas about numbers/ quantities and foster the attitude to proactively work Arithmetical learning with concern.

C Geometrical figures

- a To help pupils become aware of front, rear, above and below of objects around them and differences in shapes and foster the skills to be involved in the objects according to such differences.
- b To help pupils pay attention to the shapes of objects around them, find the same shapes and foster the ability to understand the differences of such shapes.
- c To help pupils become aware of geometrical figures and foster the attitude to proactively work on Arithmetical learning with concerns.

D Measurements

- a To help pupils develop their ideas about the differences in quantities such as the size and length of objects around them and foster the ability to distinguish by the size of quantities.
- b To help pupils pay attention to the differences in quantities such as the size and length of objects around them and foster the ability to distinguish by the size of quantities.
- c To help pupils develop their ideas about numbers/quantities and geometrical features and foster the attitude to proactively work on Arithmetical learning with concerns.

(2) Contents

A Basic of numbers/quantities

- a Through mathematical activities relating to concrete objects, each school shall provide instruction in order that pupils can acquire the following items.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To help pupils develop their ideas about concrete objects and point by finger, try to hold and follow such objects by their eyes.
 - Ⓑ To help pupils look for the objects that are hidden in front of them and point their familiar objects and persons by hearing their names.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to the objects, take notice of presence of objects and grasp such objects while coordinating various senses.
- b Through mathematical activities relating to making one-to-one correspondence between objects, each school shall provide instruction in order that pupils can acquire the following items.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To distribute by making one-to-one correspondence between objects.
 - Ⓑ To combine divided picture cards.
 - Ⓒ To combine the picture cards that have close relations.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to connections between objects, take notice of attributes of objects, find and express that such objects are the same attributes.

B Numbers and calculations

- a Through mathematical activities relating to basic of calculation, each school shall provide instruction in order that pupils can acquire the following items.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To develop their ideas about presence or absence of objects.
 - Ⓑ To express the objects in front of them by one, two and a large number.
 - Ⓒ To count number in the range up to five.
 - Ⓓ To pick up concrete objects in the range up to three.
 - Ⓔ To distribute by making one-to-one correspondence between objects.
 - Ⓕ To become aware that there is no change even if the shape, color or position is changed.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention relationship between numerals and objects, develop their ideas about units of and counting ways of numbers, make use of them for their learning and daily lives.

C Geometrical figures

- a Each school shall provide instruction through mathematical activities relating to categorization, classification and organization of objects.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To pay attention to concrete objects and point by finger, try to hold

and follow such objects by their eyes.

- ⓑ Make a distinction from the viewpoint of shape.
 - ⓒ To choose the objects of the same shape.
 - ⓓ To connect two analogous objects.
 - ⓔ To combine a pair of objects or picture cards that have a close relation.
 - ⓕ To make groups of same objects.
- (b) The following ability to think, make judgements and express etc. shall be acquired.
- ⓐ To pay attention to the objects, take notice of presence of objects and grasp such objects while coordinating various senses.
 - ⓑ To pay attention to attributes of objects, find the ones of same quality or analogous ones from various kinds of information and have concerns in them in their daily lives.
 - ⓒ To pay attention to relationship between objects, develop their ideas about attributes of such objects, find out ways to express such objects and make use of such ways in their daily lives.

D Measurements

- a Each school shall provide instruction through mathematical activities relating to the size of concrete objects around pupils.
- (a) The following knowledge and skills shall be acquired.
- ⓐ To distinguish the size and length etc. if they are the same with or different from the standard.
 - ⓑ To pay attention to terms such as present/absent, large/small, much/little etc. and express such terms
- (b) The following ability to think, make judgements and express etc. shall be acquired.
- ⓐ To become concerned in distinction by the size and quantity, pay attention to the terms to express the amount of quantity and express them.

[Mathematical activities]

- a The contents of “A Basic of numbers/quantities”, “B Numbers and calculations”, “C Geometrical figures” and “D Measurements” shall be taught through following mathematical activities.
- (a) Activities to observe the events around pupils and the ones to relate to quantities and shapes by operating the events around them.
- (b) Activities to take up the questions in daily lives, to resolve Arithmetical questions by making use of concrete objects and to confirm their results.

○2nd stage

(1) Objectives

A Numbers and calculations

- a To help understand the concept of and ways to express the numbers up to ten, acquire the sense of numbers, and to acquire the skills to be involved in the relationship between objects and numbers with concerns.
- b To pay attention to the numbers of the objects concerning the events in pupils' daily lives and foster the ability to devise the way to count

numbers by making use of concrete objects and charts and express them.

- c To have concerns in quantities and foster the attitude to learn with interest while sensing the pleasure and strength of the things learned from Arithmetic.

B Geometrical figures

- a To help pupils pay attention to the shapes of objects around them and to acquire the skills to understand the differences of geometrical figures through collecting and classifying such geometrical figures.
- b To help pupils have interests in the shapes of objects around them and to acquire the skills to develop their ideas about properties of shapes of geometrical figures through collecting and classifying such geometrical figures.
- c To help pupils have interests in geometrical figures and foster the attitude to learn with interest while sensing the pleasure and strength of the things learned from Arithmetic.

C Measurements

- a To help pupils pay attention to the size of quantities of concrete objects around them, understand the difference in the size of quantities and acquire the skills to compare the sizes of two quantities.
- b To help pupils pay attention to quantities, understand ways to compare the sizes of two quantities and foster the ability to compare one quality setting as standard with another.
- c To help pupils have interest in quantities and foster the attitude to learn with interest while sensing the pleasure and strength of the things learned from Arithmetic.

D Making use of data

- a To help pupils have concerns in the objects around them and a sequence of familiar events, express them by tables and graphs where simple pictures and signs are used and acquire the skills for the ways to read them.
- b To help pupils pay attention to common elements such as the objects around them and a sequence of familiar events and foster the ability to express them by simple tables and graphs.
- c To help pupils have interests in quantities and geometrical figures and foster the attitude to learn with interest while sensing the pleasure and strength of the things learned from Arithmetic.

(2) Contents

A Numbers and calculations

- a Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to ways to count and express the numbers up to ten.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To compare numbers of objects by making one-to-one correspondence between objects, compare the numbers of objects and understand equality/difference.
 - Ⓑ To understand numerals corresponding to collection of objects.

- Ⓒ To understand numbers corresponding to collection of objects and numerals.
- Ⓓ To correctly count and represent the number of objects.
- Ⓔ To understand the size of numbers by comparing two numbers.
- Ⓕ To understand a sequence of numbers and use numbers in order to represent their orders and positions.
- Ⓖ To understand the meaning of zero.
- Ⓗ To represent numbers by dividing one number into two numbers or integrating two numbers into one number.
- Ⓘ To connect the cardinal number with one number and another by adding or subtracting concrete objects.
- Ⓝ To find complementary number of ten.
- (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To help pupils pay attention to the relationship between numerals and numbers and objects, consider ways to count numbers, to compare and represent the size of numbers and make use of them with interests in their learning and daily lives.

B Geometrical figures

- a Through mathematical activities relating to classification of objects, each school shall provide instruction in order that pupils can acquire the following items.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To pay attention to color, shapes and sizes of the objects and classify them.
 - Ⓑ To classify pupils' familiar objects by paying attention to their purposes, usage and functions.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to colors, shapes sizes, by setting one as standard. and consider their common points and different points and make use of ways to classify them in their daily lives.
- b Each school shall provide instruction in order that pupils can acquire the following items. through mathematical activities relating to shapes of the objects around them.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To become interested in shapes of the objects around pupils and know the names of shapes, such as circle, triangle and square.
 - Ⓑ To draw vertical lines and horizontal lines, cross, triangle and square.
 - Ⓒ To pay attention to the attribute of shapes even if they have different attributes, such as size and color, classify and collect them.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To turn pupils interest in shapes of objects around them and divide and collect while considering circle, triangle and square.

C Measurements

- a Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to the size

of two quantities by paying attention to the size of quantities of concrete objects around them.

- (a) The following knowledge and skills shall be acquired.
 - Ⓐ To understand the size of quantities such as length, weight, height and area.
 - Ⓑ To relatively compare the sizes of two quantities by setting one as standard.
 - Ⓒ To understand the terms such as long/short, heavy/light, high/low and wide/narrow etc.
- (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To become interested in compare the quantities such as length, weight, height and width by setting one as standard and to express the sizes of quantities by using the terms.

D Making use of data

- a Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to classification of objects.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To classify the objects around pupils by paying attention their purposes, usage and functions.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To turn pupils interest in colors and shapes, sizes, purposes and usage etc. and classify such objects with interest while considering their common points and different points.
- b Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to equality/difference.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To understand equality/difference by making one-to-one correspondence between objects.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to the numbers of objects around pupils and express them by pictographs, read the difference of numbers and express such difference.
- c Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to tables using circle and cross.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To create simple tables from the events that occur around pupils by using circle and cross.
 - Ⓑ To be able to understand the meaning of the signs of circle and cross used in simple tables.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To grasp the events around pupils and express them by simple

tables using circle and cross.

[Mathematical activities]

- a Concerning the contents of “A Numbers and calculations”, “B Geometrical figures” and “C Measurements” and “D Making Use of Data”, each school shall work on the following mathematical activities.
 - (a) Activities to observe the events around pupils and the ones to operate concrete objects.
 - (b) Activities to resolve problems in pupils’ daily lives by making use of concrete objects and to confirm their results.
 - (c) Activities to express the process and results of problem solving by making use of concrete objects.

o3rd stage

(1) Objectives

A Numbers and calculations

- a Each school shall help pupils understand the concept and ways to represent the numbers up to 100, enrich their number sense, understand meaning of addition and subtraction and acquire the skills to be able to use these simple calculations.
- b Each school shall help pupils pay attention to the numbers of objects concerning daily events and devise and express ways to count numbers and calculate them by using concrete objects and charts.
- c Each school shall understand difference of numbers/quantities and foster the attitude to proactively make use of them in their learning and daily lives while sensing the pleasure and strength of the things learned from Arithmetic.

B Geometrical figures

- a Through activities such as observing the shapes of familiar objects, each school shall help pupils enrich their sense of geometrical figure and acquire the skills to understand fundamental knowledge relating to the meaning of congruence, movement, position, function and size of angles of such objects.
- b Each school shall help pay attention to familiar objects and foster the ability to consider the shapes that exactly overlap, movement, positions of objects and functional characteristics etc. by concretely operating such objects.
- c Each school shall understand difference of geometrical figures and numbers/quantities and foster the attitude to proactively make use of them in their learning and daily lives while sensing the pleasure and strength of the things learned from Arithmetic.

C Measurements

- a Each school shall help pupils understand the meaning of units and measurements of the quantities such as length and volume around them, enrich quantitative size and acquire the skills for measurements.
- b Each school shall help pupils pay attention to the units of quantities around them, compare such quantities according to their purposes and foster to express the size of quantities and relationship of equality.
- c Each school shall help pupils understand the difference of numbers/quantities and geometrical features and foster the attitude to proactively make use of them for their learning and daily lives while sensing the pleasure and strength of the things learned from Arithmetic.

D Making use of data

- a Each school shall help pupils organize their familiar events by using simple pictures and figures while representing them by replacing with

signs and proactively acquire the skills to understand ways to read them.

- b Each school shall help pupils foster the ability to think about their familiar events by simply expressing them by replacing with simple pictures and figures for comparison.
- c Each school shall help pupils understand the difference of numbers/quantities and geometrical features and foster the attitude to proactively make use of them for their learning and daily lives while sensing the pleasure and strength of the things learned from Arithmetic.

(2) Contents

A Numbers and calculations

- a Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to ways to represent the integers up to one hundred.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To recite the numerals up to twenty, count and express the numbers and compare the size of numbers.
 - Ⓑ To recite the numerals up to one hundred, count and express the numbers and understand a sequence of numbers.
 - Ⓒ To count the objects to be counted using two or five as a unit.
 - Ⓓ To count numbers ten as a unit and count and write them by dividing ten as a unit and fraction.
 - Ⓔ To distribute and equally divide concrete objects.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to the units of numbers, consider ways to count numbers, to compare and represent the size of numbers and make use of them for their learning and daily lives.
- b Each school shall provide instruction in order that pupils can acquire the following items. Through mathematical activities relating to addition and subtraction of integers.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To understand the cases of combination and increase etc. where addition is used.
 - Ⓑ To express the scenes where addition is used in expressions and read such expressions.
 - Ⓒ To be able to use the calculation of addition between 1-digit number and 1-digit number.
 - Ⓓ To be able to use the calculation of addition whose total of addition between 1-digit number and 1-digit number is up to twenty.
 - Ⓔ To understand the cases of take away and decrease etc. where subtraction is used.
 - Ⓕ To express the scenes where subtraction is used in expressions and read such expressions.
 - Ⓖ To be able to use the calculation of subtraction in the range of numbers up to twenty.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to the relationship of numbers/quantities in daily events, find the meaning of calculation and calculation ways and make use of them in their learning and daily lives.

- B Geometrical figure
- a Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to the shapes of the objects around them.
- (a) The following knowledge and skills shall be acquired.
- Ⓐ To pay attention to shapes of objects and grasp the characteristics of the objects around them.
 - Ⓑ To form and dissolve shapes by using concrete objects.
 - Ⓒ To represent the positions of objects by using the terms relating directions and positions, such as front and rear, left and right, and above and below.
- (b) The following ability to think, make judgements and express etc. shall be acquired.
- Ⓐ To find various kinds of shapes from the objects around pupils and form and dissolve shapes by using concrete objects.
 - Ⓑ To grasp shapes of the objects around them as geometrical features.
 - Ⓒ To recognize shapes of objects and grasp the characteristics of shapes by observing the shapes of the objects around pupils.
- b Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to the sizes of angles.
- (a) The following knowledge and skills shall be acquired.
- Ⓐ To find out that an angle is formed when tilt is created.
- (b) The following ability to think, make judgements and express etc. shall be acquired.
- Ⓐ To express “large/small” regarding the degree of openness that is created by slope and bottom when the tilt is changed.
- C Measurements
- a Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to units and measurements of the quantities of objects around pupils.
- (a) The following knowledge and skills shall be acquired.
- Ⓐ To understand ways to directly compare the quantities such as length, area and volume and compare them.
 - Ⓑ To compare the sizes of objects representing the number of the size of the ones around pupils which are determined as units.
- (b) The following ability to think, make judgements and express etc. shall be acquired.
- Ⓐ To pay attention to the units of length, area and volume of the objects around pupils, compare the sizes focusing on their units and represent them.
- b Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to time and hours.
- (a) The following knowledge and skills shall be acquired.
- Ⓐ To read time in pupils’ daily lives.
 - Ⓑ To get to know about units of time (date, a.m., p.m. hour, minute)

and understand their relationship.

(b) The following ability to think, make judgements and express etc. shall be acquired.

① To express time by connecting with lives by making use of way to read time in pupils' daily lives.

D Making use of data

a Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to replacing the events around them for simple pictures and figures and signs.

(a) The following knowledge and skills shall be acquired.

① To organize correspondence of objects and numbers of objects by expressing in simple pictures and figures and read them.

② To express familiar data by replacing for simple signs and read by comparing such data and signs.

(b) The following ability to think, make judgements and express etc. shall be acquired.

① To simply express the objects by replacing for simple pictures and figures and signs for grasping and comparing the numbers of such objects.

[Mathematical activities]

a Concerning the contents of “A Numbers and calculations”, “B Geometrical figures” and “C Measurements” and “D Making Use of Data”, each school shall work on the following mathematical activities.

(a) Activities to observe the events around pupils, to operate concrete objects and to be independently involved in Arithmetic.

(b) Activities to resolve Arithmetic question found from pupils' daily lives by making use of concrete objects, pictures and figures and expressions and to confirm their results.

(c) Activities to express the process and results of problem solving by making use of concrete object, pictures and figures and expressions and communicate with each other.

3 Designing teaching plans and dealing with the contents

(1) In designing the teaching plans, consideration should be given to the following:

a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the units and the hours, toward cultivating pupils' qualities/abilities that are fostered during such time. In doing so, In doing so, each school shall enhance learning such as grasping daily events mathematically, finding out Arithmetical problems, independently/collaboratively solving such problems, reflecting the process of learning and forming concept by utilizing mathematical approaches/perspectives.

b In order to maintain and improve basic proficiency in numbers/quantities and geometrical figures, instruction shall be given in a planned manner

by offering practices when necessary. Additionally, in order to smoothly link up the content of instructions of different stages, instructions shall be repeated on an appropriate basis.

- c It is necessary to ensure coordination between teaching of the “A Numbers and calculations (B in the 1st stage)”, “B Geometrical Figures (C in the 1st stage)”, “C Measurements (D in the 1st stage)” and “D Making use of data (A Basic of numbers/quantities in the 1st stage) in 2 Contents.
- (2) In handling of the contents listed in 2 Contents of each stage, consideration shall be given to the following:
- a In order to develop the ability to think, judge and express themselves, instruction of the contents in each grade shall actively incorporate such learning activities as thinking by using concrete objects, words, numbers, expressions, figures, tables and graphs and explaining and communicating their thoughts among themselves.
 - b Upon teaching “A Numbers and calculations (B in the 1st stage)”, attention shall be paid in order that pupils can deepen the meaning of numbers and calculations by appropriately making use of educational tools such as concrete objects.
 - c Attention shall be paid to the following (a) to (c) concerning the items indicated in the contents of the 1st stage.
 - (a) The items indicated in “A Basic of numbers/quantities” a . (a). ㉑, ㉒ and (b). ㉑ of the contents shall be taken up in coordination with “C Geometrical Figures” a . (a). ㉑ to ㉒ and (b). ㉑ to ㉒ as the foundation.
 - (b) Concerning “A Basic of numbers/quantities” b of the contents, primary analysis and integration shall be handled such as combining divided picture cards and the ones that have a close relation.
 - (c) “C Geometrical Figures” a . (a). ㉑, of the contents shall handle extracting only necessary information from various kinds of information and eliminate others. In addition, consideration shall be given in order to lead to categorization and classification/organization indicated in ㉑ to ㉒.
 - d Concerning the items indicated in the contents of the 2nd stage, attention shall be paid to the following ㉑ to ㉒.
 - (a) Concerning “A Basic of numbers/quantities” of the contents, it shall be taught to become familiar with the values of money regarding the following ㉑ and ㉒.
 - ㉑ To use denomination.
 - ㉒ To get to know the values that various kinds of currency have.
 - (b) “B Geometrical Features” a . (a). ㉑ of the contents shall handle classification of geometrical features by paying attention to different points and similarity points.
 - (c) Concerning “D Making Use of Data” a . (a). ㉑ of the contents, consideration shall be given in order to be able to pay attention to the numbers/quantities between the objects classified and summarized.
 - e Concerning the items indicated in the contents of the 3rd stage, attention

- shall be paid to the following (a) to (e).
- (a) Concerning “A Basic of numbers/quantities” of the contents, it shall be taught to become familiar with the values of money regarding the following ①.
 - ① Understanding of denomination
 - i To use denomination.
 - ii To understand the values that various kinds of currency have.
 - iii To handle changes.
 - (b) Upon teaching “C Geometrical Figures”, the contents shall be taken up in coordination with the fundamental items of the following ①.
 - ① Understanding of angles as sizes.
 - i To extract “angle as a shape” by copying the right angle around pupils on paper and forming it by paper clay.
 - ii To get to realize “angle as size” through operation such as changing the angle.
 - (c) “C Measurements” of the contents shall be taught in coordination with the fundamental items of the following ① to ③.
 - ① Understanding of preserving property of quantities.
 - i To divide into several quantities by moving the quantities to other positions or separating and experience that the appearance of such objects is changed in doing so.
 - ii To confirm preserving property of quantities according to the fact that the size of the quantities is the same when their appearance is recovered.
 - ② Understanding the properties of quantities
 - i To put emphasis on the experiences relating to “comparability of quantities”, “measurability of quantities” and “additivity of quantities” in order to understand and enhance the concept of quantities.
 - ③ Understanding of clock
 - i To get to know distinction between a long hand and a short hand of analog clock.
 - ii To understand that a short hand indicates hours and the scale of a long hand indicates minutes in an analog clock.
 - (d) Upon teaching “C Measurements” c . (a). of the contents, consideration shall be given to use digital clock as pupils can easily become interested in time because of its direct indication of time.
 - (e) “C Measurements” c . and “D Making Use of Data” a . (a). ① of the contents shall be taught be taught in coordination with the learning relating to pupils’ daily lives.
- (3) Upon teaching mathematical activities, consideration shall be given to the following items.
- a Since mathematical activities play important roles in consolidating the acquisition of basic/fundamental knowledge and skills, in improving the ability to think, judge and express themselves, and in finding the pleasure of learning mathematics, the items indicated in “A Numbers and calculations (B in the 1st stage)”, “B Geometrical Figures (C in

the 1st stage)”, “C Measurements (D in the 1st stage)” and “D Making use of data (A Basic of numbers/quantities in the 1st stage) in 2 Contents shall be taught through mathematical activities.

- b It shall be necessary for each school to make efforts to help pupils enjoy mathematical activities and create opportunities to realize practical use of Arithmetic in their daily lives.

[Music]

1 Objectives

By utilizing musical approaches/perspectives through activities for expression and appreciation, each school shall aim at fostering the qualities/abilities to be involved in sounds in pupils’ daily lives and music with interest and concerns as follows.

- (1) To help pupils develop their ideas about names of music and musical theme and music-making and to proactively acquire the skills necessary to express what pupils have sensed by music.
- (2) To enable pupils to express what they have sensed and to listen to music enjoying sounds and music while finding out joy of melodies and musical performance.
- (3) To encourage pupils to enjoy sounds and music, to savor joy of collaborative musical activities, to foster attitude to become familiar with various kinds of music around them and to cultivate their rich sentiments.

2 Objectives and contents for each stage

○1st stage

(1) Objectives

- a Each school shall help pupils pay attention and develop their ideas about sounds and music, turn their interest in it and acquire the skills that lead to physical expressions, instrumental music, singing and music-making.
- b Each school shall enable pupils to enjoy musical expressions and listen to them with concerns and interest while becoming conscious of sounds and music.
- c Each school shall help pupils develop their ideas about sounds and music, enjoy musical activities with teachers and to foster the attitude to increase their life satisfaction by making use of musical experiences.

(2) Contents

A Expression

- a Each school shall provide instruction in order that pupils can acquire the following items through activities for musical games.
 - (a) To proactively express by pupils’ own way by listening to sounds and music while acquiring and making use of knowledge and skills of sounds and musical games.
 - (b) To develop their ideas about sounds and music to be expressed.
 - (c) To acquire the following skills from a to c necessary for expressions suitable for pupils’ emotion.
 - ① Skills to move pupils’ bodies by sensing sounds and music.

- ⓑ Skills to make sounds by sensing sounds and music.
- ⓒ Skills to utter voices by sensing sounds and music.

B Appreciation

- a Each school shall provide instruction in order that pupils can acquire the following items through activities of musical games.
 - (a) To help pupils proactively express by their own ways by listening to sounds and music while acquiring and making use of knowledge and skills of sounds and musical games.
 - (b) To help pupils develop their ideas about sounds and music they hear.

○2nd stage

(1) Objectives

- a Each school shall help pupils develop their ideas about names of music and musical theme and music-making and to proactively acquire the skills that lead to physical expressions, instrumental music, singing and music-making necessary to enjoy musical expression.
- b Each school shall enable pupils to devise musical expression and listen to sounds and music with interest through such expression.
- c Each school shall enable pupils to be involved in sounds and music and foster the attitude to increase their life satisfaction by making use of musical experiences while having interest in pleasure of conducting musical activities with their teachers.

(2) Contents

A Expression

- a Each school shall provide instruction in order that pupils can acquire the following items through singing activities.
 - (a) To help pupils have emotion that they want to sing a part of their favorite songs or easy melodies by their own ways while acquiring and making use of the skills relating to singing expression.
 - (b) To help pupils develop their ideas about the following ① and ②.
 - ① Characteristic rhythms and melodies of songs.
 - ② Characteristic words used in the names and lyrics of music.
 - (c) To help pupils acquire the skills from ① to ③ in order to express in a way suitable for their emotion.
 - ① Skills to singing a part of music after listening to the models.
 - ② Skills to sing while paying attention to pupils' own voices.
 - ③ Skills to sing in unison with teachers and friends.
- b Each school shall provide instruction in order that pupils can acquire the following items through activities of playing instruments.
 - (a) To help pupils have emotion that they become familiar with percussion instruments around them and try to make sounds while acquiring and making use of knowledge and skills relating to expression by playing instruments.
 - (b) To develop their ideas about the following ① and ②.
 - ① Characteristic rhythm of beats and music.
 - ② Difference in timbre of musical instruments.
 - (c) To acquire the following skills from ① to ③ necessary for expressions suitable for pupils' emotion.

- Ⓐ Skills to play musical instruments after listening to the models.
 - Ⓑ Skills to play percussion instruments around them.
 - Ⓒ Skills to play instruments with teachers and friends.
 - c Each school shall provide instruction in order that pupils can acquire the following items through music-making activities.
 - (a) To enable pupils to be able to perform the following Ⓐ and Ⓑ while acquiring making use of knowledge and skills relating to music-making.
 - Ⓐ To develop their ideas about fun of sounds through musical games.
 - Ⓑ To have emotion to express by sounds and music.
 - (b) To help students experience and develop their ideas about fun created by the following Ⓐ and Ⓑ.
 - Ⓐ Characteristics of voices and various kinds of sounds around pupils.
 - Ⓑ Characteristics of ways to connect sounds.
 - (c) To acquire the skills of the following Ⓐ and Ⓑ necessary for expression that make use of their awareness and is suitable for their emotion.
 - Ⓐ Skills to express by choosing or connecting sounds.
 - Ⓑ Skills to create simple sounds and music with pupils teachers and friends.
 - d Each school shall provide instruction in order that pupils can acquire the following items through physical expressions.
 - (a) To sense the characteristics of rhythm and have emotion about moving bodies while acquiring making use of knowledge and skills relating to physical expression.
 - (b) To develop their ideas about the following Ⓐ and Ⓑ.
 - Ⓐ Characteristic rhythm of beats and music.
 - Ⓑ Relationship between names of music and movement.
 - (c) To acquire the following skills from Ⓐ to Ⓒ necessary for expressions suitable for pupils' emotion.
 - Ⓐ Skills to move limbs and the whole bodies by imitating by looking at setting examples and becoming conscious of beats and characteristic rhythm.
 - Ⓑ Skills to move limbs and the whole bodies naturally by listening to sound and music.
 - Ⓒ Skills to move pupils' bodies with their teachers and friends.

B Appreciation

- a Each school shall provide instruction in order that pupils can acquire the following items through appreciation activities.
 - (a) To help pupils look at or listen to the musical performance around them while expressing by their physical movement, while acquiring and making use of knowledge relating to appreciation.
 - (b) To help pupils find out their favorite timbre and sounds of musical instruments by experiencing musical instruments of their familiar persons.

○3rd stage

(1) Objectives

- a Each school shall help pupils develop their ideas about names of music and musical theme and music-making and acquire the skills for physical expressions, musical instruments, singing and music-making necessary to enjoy musical expressions.
- b Each school shall enable pupils to have emotion for musical expressions and enjoy listening to music while finding out joy of music and musical performance.
- c Each school shall help pupils become interested in various kinds of music around them while being pleasantly involved in sounds and music and feeling pleasure to collaboratively perform musical activities and foster the attitude to proactively make their lives pleasant and rich.

(2) Contents

A Expression

- a Each school shall provide instruction in order that pupils can acquire the following items through singing activities.
 - (a) To help pupils have emotion for singing expressions while acquiring and making use of knowledge relating to singing expressions.
 - (b) To help pupils develop their ideas about the following ① and ②.
 - ① Relationship between atmosphere of music and tempo and loudness of music.
 - ② Relationship between images felt from names of music and the words used in lyrics and atmosphere of music.
 - (c) To help pupils acquire the following skills ① to ③ necessary to sing in a way suitable for their emotion.
 - ① Skills to sing after listening to the models and sing being conscious of lyrics and rhythm.
 - ② Skills to sing with attention to pupils' own voice and pronunciation.
 - ③ Skills to sing in union with teachers and friends.
- b Each school shall provide instruction in order that pupils can acquire the following items through activities of playing musical instruments.
 - (a) To help pupils have emotion for expressions of playing musical instruments while acquiring and making use of knowledge and skills for playing musical instruments.
 - (b) To help pupils develop their ideas about the following ① and ②.
 - ① Difference in rhythm, tempo and loudness.
 - ② Difference in timbre of musical instruments due to ways to play such instruments.
 - (c) To help pupils acquire the following skills ① to ③ necessary to express suitable for their emotion.
 - ① Skills for rhythm playing by looking at simple musical scores.
 - ② Skills to play music by using their familiar percussion instruments

and tuned instruments.

© Skills to play musical instruments while listening to the sounds of their teachers' and friends' musical instruments.

c Each school shall provide instruction in order that pupils can acquire the following items through music-making activities.

(a) To enable pupils to perform the following ① and ② while acquiring and making use of knowledge and skills relating to music-making.

① To develop their ideas about fun through musical games and acquire the idea for music-making.

② To have emotion regarding how to turn sounds into music.

(b) To help pupils be involved in and develop their ideas about the fun that the following ① and ② create.

① Characteristics of voice and various familiar sounds.

② Characteristics of simple rhythm/patterns.

(c) To help pupils acquire the expressions that make use of awareness and ideas and skills of the following ① and ② necessary for expressions suitable for their emotion.

① Skills to express by choosing or connecting sounds.

② Skills to create simple music by making use of musical mechanism with teachers and friends.

d Each school shall provide instruction in order that pupils can acquire the following items through physical expressions.

(a) To help pupils sense characteristics and melody and lyrics and move their bodies with emotion while acquiring and making use of knowledge and skills regarding physical expressions.

(b) To help pupils develop their ideas about connection with the following ① and ②.

① Rhythm, tempo and melody of music pieces.

② Name of music pieces, words and calls that represent beats and rhythm, a part of lyrics.

(c) To help pupils acquire the following skills ① to ③ necessary to express by physical movements suitable for their emotion.

① Skills to perform physical expressions after looking at the models and becoming conscious of beats, rhythm and melodies.

② Skills to express by various kinds of physical movements by listening to sounds and music.

③ Skills to perform physical movement with teachers and friends.

B Appreciation

a Each school shall provide instruction in order that pupils can acquire the following items through appreciation activities.

(a) To enable pupils to find out and listen to pleasure of music pieces and musical performance while acquiring and making use of knowledge

regarding appreciation.

- (b) To help pupils develop their ideas about musical themes and timbre of musical instruments, rhythm and tempo, and characteristics of melodies.

[Common items]

- (1) Each school shall provide instruction in order that pupils can acquire the following items through “A Expression” and “B Appreciation”.
 - a To perceive the relationship between what pupils have listened to and what they have sensed while listening to the elements that form music and being sensitive to their goodness, enjoyment and beauty which their functions create.
 - b To experience the meaning of musical terms such as notes, rests, notational symbols by making use of picture music and colors while connecting with their functions in music.

3 Designing teaching plans and dealing with the contents

- (1) In designing the teaching plans, consideration should be given to the following:
 - a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the subject matters and the hours, toward cultivating pupils’ qualities/abilities that are fostered during such time. In doing so, by utilizing musical approaches/perspectives, in collaboration with others, each school shall enhance learning that respect a series of process to think, make judgments and express themselves such as finding out their goodness by creating musical expressions and listening to music etc.
 - b Instruction shall be provided regarding “A Expression” a to d (a in the 1st stage) of 2 Objectives and Contents in connection with the items of (a) (b) and (c), regarding “B Appreciation” a in connection with the items of (a) and (b).
 - c [Common items] of 2 Objectives and Contents are the qualities/abilities commonly necessary for learning of Expression and Appreciation. Thus, each school shall devise to provide sufficient instruction in combination with instruction of “A Expression” and “B Appreciation”.
 - d Each school shall provide instruction concerning “A Expression” a to d (a in the 1st stage) and B Appreciation” a in connection with various areas and fields putting priority on [Common items] as required.
 - e The Japanese National Anthem” Kimi-ga-yo” shall be properly taught according to the period.
 - f In each stage, consideration shall be given to pupils’ developmental stage and chronological age.
- (2) In handling of the contents of 2 Contents of each stage, consideration shall be given to the following items.
 - a Upon providing instruction of each stage, activities for physical movements shall be adopted in order that pupils can savor sense of unity with sounds and music in accordance with the goals of instruction.
 - b Upon providing instruction of each stage, each school shall devise the

instruction aiming at communication by sounds and music and words.
In doing so, consideration shall be given to the degree of pupils' understanding of language and state of speaking/utterance etc. and computers and educational equipment shall be also used, as necessary.

- c Consideration shall be given in order that pupils can independently be involved in sounds and music in their lives and society in accordance with the actual state of pupils and schools and local communities, such as creating opportunities to develop their ideas about connection with musical activities within schools.
- d Each school shall enable pupils to sense the expressions of chords through ensembles and choruses. Additionally, emphasis shall be placed mainly on the primary chords, such as I, IV, V and V₇ in both major and minor pieces.
- e Upon providing instruction for Japanese music and folk songs, each school shall devise ways to provide instruction for pupils such as ways to present musical scores and sound sources etc. ways for accompaniment, ways to sing and play musical instruments suitable for music pieces in order that they can express and appreciate music pieces by sensing their goodness.
- f Instruction for singing of "A Expression" a. of each stage shall be handled as follows.
 - (a) To use movable Do solmization appropriately in accordance with pupils' actual state and learning situations and as required.
 - (b) Proper consideration shall be given to pupils whose voices are breaking in order that they can notice the changes in their voices accompanied by their growth.
- g Musical instruments of "A Expression" b (a in the 1st stage) shall be handled as follows.
 - (a) Percussion instruments for each stage shall include the musical instruments which pupils can play easily, xylophone, metallophone, traditional Japanese instruments and various instruments from other countries, from which selection is made with due consideration to pupils' actual stage and developmental stage.
 - (b) Familiar instruments taken up in each stage shall be selected among various percussion instruments, the organ and harmonica etc. with due consideration to pupils' actual stage and developmental stage.
 - (c) Tuned instruments taken up in the 3rd stage shall be selected from among the instrument used in previous stage and the keyboard instruments etc. with due consideration to pupils' actual stage and developmental stage.
 - (d) Musical instruments used in ensemble shall be selected by making use of their characteristics in order that each part such as rhythm, melodies and chords can be played.
- h Instruction for music-making of "A Expression" c of the 2nd stage and the 3rd stage shall be handled as follows.
 - (a) Instruction shall be provided so that pupils acquire various creative musical ideas through musical games and improvisation, such as imitating rhythms and melodies or finding various sounds from their familiar things.

- (b) Instruction shall be provided on what kind of music is created and how to create it by demonstrating concrete examples in accordance with pupils' actual state.
- (c) In line with the goals of instruction, advices shall be given on how to record the music created by pupils, as required. The ways to record such music shall be flexibly taught such as using charts and pictures.
- (d) Each school shall use non-metrical rhythms, scales used in Japanese music and scales that are atonal in accordance with pupils' actual state.
- i Instruction for "B Appreciation" shall be devised in order that pupils can express what they have noticed and sensed by moving their bodies, drawing on pictures and expressing by words.
- j "Elements that form music" indicated in [Common items] (1), a of 2 Objectives and Contents shall be taught as necessary by appropriately selecting the following (a) and (b) and connecting them in accordance with pupils' developmental stage and the goals for instruction.
 - (a) Elements that characterize music.
 - ① Timbre, rhythm, tempo, melody, dynamics, overlap of sounds, timbre of chords and scales, vertical relationships of pitches, beat and phrase etc.
 - (b) Musical structure
 - ① Repetition, Q & A, changes, vertical and horizontal relation of music etc.
- K "Notes, rests, other notational symbols and other musical terms" of [Common items] (1), b shall be taught with consideration with pupils' actual state and learning situations.
- l The following shall be handled as singing materials.
 - (a) Songs relating to pupils' daily lives in accordance with pupils' chronological age and developmental stage.
 - (b) Various kinds of songs as main singing materials such as the ones that have been familiar with many people including common materials of c.
 - (c) Common materials shall be shown below.
 - "Umi" (Monbusho-shoka) Words by Ryuha Hayashi, Takeshi Inoue
 - "Katatsumuri" (Monbusho-shoka)
 - "Hi no maru" (Monbusho-shoka) Words by Tatuyuki Takano, OkanoTeiichi
 - "Hiraita, Hiraita" (Warabe-uta)
 - "Kakurenbo" (Monbusho-shoka) Words by Ryuha Hayashi,Kanichi Shimofusa
 - "Haru ga kita" (Monbusho-shoka) Words by Tatuyuki Takano, Okano Teiichi
 - "Mushi no Koe" (Monbusho-shoka)
 - "Yuyake, Koyake" Words by Uko Nakamura, Shin Kusakawa
- m The following shall be handled as materials for musical instruments.
 - (a) Familiar materials that are closet pupils and have appropriate relationship with the goals of instruction in accordance with pupils' chronological age and developmental stage.
 - (b) Musial pieces as primary materials for musical instruments added by

rhythm accompaniment including previously learned singing materials.

- n The following shall be handled as materials for music-making.
 - (a) Familiar materials that are close to pupils and have appropriate relationship with the goals of instruction in accordance with pupils' chronological age and developmental stage.
- o The following shall be handled as materials suitable for physically expressing the characteristics of sounds and music.
 - (a) Familiar materials that are close to pupils and have appropriate relationship with the goals of instruction in accordance with pupils' chronological age and developmental stage as primary ones, centering on the ones by which pupils can move their bodies by listening to sounds and music including previously learned singing materials and the ones for musical instruments.
- p The following shall be handled as materials for appreciation.
 - (a) Various kinds of musical pieces from which pupils can easily sense musical themes and imagine the scenes in accordance with pupils' chronological age and developmental stage as primary materials for appreciation.
 - (b) Musical pieces from which pupils can easily sense the elements that form music and pleasure to listen to.
 - (c) Musical pieces by various kinds of styles of musical performance from which pupils can easily listen to the difference of timbre of musical instruments of expression of human voices.

[Art and Handcraft]

1 Objectives

By utilizing creative approaches/perspectives, through activities of expression and appreciation, each school shall aim at fostering the qualities/abilities relating to a rich fund of involvement in pupils' lives and society.

- (1) Each school shall enable pupils to develop their ideas about creative viewpoints such as shapes and colors, use the materials and tools corresponding to what they want to express and devise ways for expressions.
- (2) Each school shall enable pupils to consider creative goodness and beauty and ways to express what they want to express, generate ideas and conceptions and extend their viewpoints and sensitivity from their familiar works.
- (3) Each school shall foster the attitude to savor the joy of creating, to nurture sensitivity and to create enjoyable and rich lives and nurture a rich fund of aesthetic sensitivity.

2 Objectives and contents for each stage

o 1st stage

(1) Objectives

- a To enable pupils to develop their ideas about shapes and colors and to proactively use the materials and tools.
- b To enable pupils to have ideas about what they want to express and to see the works.
- c To enable pupils to work on the activities to willingly express and see

things by themselves, to develop their ideas about joy to create and to foster the attitude to proactively create enjoyable lives through involvement in shapes and colors.

(2) Contents

A Expression

- a Each school shall provide instruction in order that pupils can acquire the following items through the activities such as drawing lines and drawing pictures.
 - (a) To have ideas about what pupils want to express from the materials etc.
 - (b) To cut, paint and stick while experiencing familiar natural objects.

B Appreciation

- a Each school shall provide instruction in order that pupils can acquire the following items through the activities involving in the appreciation of works of art in their immediate environment and their own works.
 - (a) To enjoy looking at familiar materials.

[Common items]

- a Each school shall provide instruction in order that pupils can acquire the following items through instruction of “A Expression” and “B Appreciation”.
 - (a) To notice things such as colors and shapes through what pupils have sensed and carried out.
 - (b) To have pupils’ own image based on shapes and colors.

o2nd stage

(1) Objectives

- a To enable pupils to develop their ideas about difference in shapes and colors, to use materials and tools based on what they want to express and to create by devising ways to express.
- b To help pupils have ideas about what they want to express and enable them to sense fun and joy of works etc.
- c To help pupils foster the attitude to willingly work on the activities for expression and appreciation, sense joy for creating and foster the attitude to create enjoyable and rich lives through involvement in shapes and colors.

(2) Contents

A Expression

- a Each school shall provide instruction in order that pupils can acquire the following items through activities such as drawing pictures of their familiar events and what they feel and molding shapes by clay.
 - (a) To have ideas about what they want to express from materials, what they have sensed, what they have imagined and what they have seen.
 - (b) To draw and mold shapes by making use of familiar materials and tools.

B Appreciation

- a Each school shall provide instruction in order that pupils can acquire the following items through the activities involving in the appreciation of works of art in their immediate environment and their own works.

- (a) To help pupils sense fun of shapes and colors of their familiar materials and extend their viewpoints and sensitivity.

[Common items]

- a Each school shall provide instruction in order that pupils can acquire the following items through instruction of “A Expression” and “B Appreciation”.
 - (a) To notice things such as colors and shapes through what pupils have sensed and carried out.
 - (b) To have pupils’ own image based on shapes and colors.

o3rd stage

(1) Objectives

- a Each school shall enable pupils to develop their ideas about creative viewpoints such as shapes and colors, use the materials and tools corresponding to what they want to express and devise ways for expressions.
- b Each school shall enable pupils to consider creative goodness and beauty and ways to express what they want to express, generate ideas and conceptions and extend their viewpoints and sensitivity from their familiar works.
- c Each school shall help pupils foster the attitude to willingly work on the activities for expression and appreciation, savor joy for creating, foster sensitivity and foster the attitude to create enjoyable and rich lives through involvement in shapes and colors.

(2) Contents

A Expression

- a Each school shall provide instruction in order that pupils can acquire the following items through activities to draw pictures and create works based on their daily lives and what they have thought.
 - (a) To have ideas about what they want to express from materials, what they have sensed, what they have imagined and what they have seen and what they have thought.
 - (b) To help pupils use various materials and tools, devise to draw pictures and create works.

B Appreciation

- a Each school shall provide instruction in order that pupils can acquire the following items through the activities involving in the appreciation of their own works and works of art in their immediate environment.
 - (a) To enable pupils to consider creative goodness and beauty and ways to express what they want to express, generate ideas and conceptions and sense and extend their viewpoints and sensitivity from their familiar work concerning fun of shapes and colors and ways for expression of their own works and works of art in their immediate environment.

[Common items]

- a Each school shall provide instruction in order that pupils can acquire the following items through instruction of “A Expression” and “B Appreciation.”

- (a) To notice the feeling of shapes and colors etc. through pupils sense and acts.
- (b) To have pupils' own image based of the feeling of shapes and colors.

3 Designing teaching plans and dealing with the contents

(1) In designing the teaching plans, consideration should be given to the following:

- a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the subject matters and the hours, toward cultivating their qualities/abilities that are fostered during such time. In doing so, by utilizing creative approaches/perspectives, each school shall enhance learning that mutually relate qualities and abilities of expression and appreciation.
- b In teaching “B Appreciation” of 2 Contents, care shall be taken to ensure that the content is linked to that “A Expression”. However, when it is necessary in order to enhance the effect of the teaching, “B Appreciation” may be handled separately in accordance with the actual state of pupils and schools.
- c [Common items] of 2 Contents for each stage are the qualities/abilities commonly necessary for learning of Expression and Appreciation. Thus, each school shall devise to provide sufficient instruction in combination with instruction of “A Expression” and “B Appreciation”.
- d In teaching “A Expression”, the activities to jointly create as appropriate shall be taken up.
- e In teaching “B Appreciation”, each school shall establish the opportunities to share what pupils have sensed and though with the persons around them.
- f In teaching 2 Contents for each stage, the effect of the teaching shall be enhanced in collaboration with other Subjects and *Tokkatsu* (Student-Led Activities) etc. and through comprehensive activities.

(2) In handling of the contents of 2 Contents of each stage, consideration shall be given to the following items.

- a In creative activities, attention safe usage of materials and tools shall be taught, and thorough attention shall be paid to accident prevention by inspecting the places for activities in advance.
- b A wide range of learning activities and ways of expression shall be made available so that the personality of each individual pupil can be developed.
- c In teaching “A Expression”, each school shall enable pupils to perform activities while respecting their emotion that they want to realize in the entire process of such activities, to find their own goodness and possibilities and to foster the attitude to proactively create enjoyable and rich lives.
- d In each activity, each school shall help pupils acknowledge and respect strengths and personality each other.
- e Each school shall provide instruction in order that pupil perform creative activities by becoming sufficiently accustomed to using familiar materials and tools shall be used, such as soil, wood, paper etc. and understand the ways to handle familiar and easy-to-handle tools such as scissors and glue etc.

- f Each school shall provide instruction in order that pupils can make use of what they have learned through leaning of “A Expression” and “B Appreciation” in their lives and society and handle works and tools etc. carefully.
- g Upon making use of information equipment such as computer and camera etc., such equipment shall be handled as one of the tools to be used in expression and appreciation. Thus, sufficient care should be taken regarding necessity to use such equipment.
- h Concerning materials, local materials that are familiar with pupils shall be taken up for teaching.
- i Works of art shall be displayed at appropriate points in schools and consideration shall be given in order that they can appreciate them in the course of ordinary school lives. Additionally, opportunities to display pupils’ works outside schools shall be created in accordance with the actual state of schools and local communities.

[Physical Education]

1 Objectives

By utilizing point of approaches/perspectives of physical education and health, noticing problems, through learning process toward resolution of such problems, considering physical and mental aspects in an integrated manner, each school shall enable students to develop qualities and abilities to enjoy physical exercise throughout their lives and to help them cultivate practical abilities for maintenance and improvement of health and continue appropriate attitude towards leading a happy and rich sports life.

- (1) Each school shall enable pupils to get to know ways to perform play and fundamental exercise and health in their familiar lives and to acquire fundamental movement and thing necessary for healthy lives.
- (2) Each school shall enable pupils to notice their own problems regarding play and fundamental exercise and health, to think about act toward solution and to foster the ability to convey such solutions to others.
- (3) Each school shall enable pupils to foster the attitude to lead pleasant and happy lives aiming at becoming familiar with play and fundamental exercise and maintaining and promoting health and improving their physical fitness.

2 Objectives and Contents for each stage

○1st stage

(1) Objectives

- a To enable pupils to enjoy moving bodies with their teachers and perform the necessary thing for healthy lives.
- b To enable pupils to express the fun and comfort of moving bodies and to covey the thing necessary to lead healthy lives.
- c To help pupils proactively enjoy exercise according to simple cues and indications and foster the attitude to proactively perform the thing necessary for healthy lives.

(2) Contents

A Play for physical fitness

Instruction shall be provided in order to acquire the following items

concerning Play for physical fitness.

- a To enjoy moving pupils' bodies by exercising pupils' arms and legs and walking with their teachers.
- b To express the fun and comfort of moving bodies by exercising pupils' arms and legs and walking.
- c To proactively engage in Play for physical fitness according to simple cues and indications.

B Play with apparatus and equipment

Instruction shall be provided in order to acquire the following items concerning play with apparatus and equipment.

- a To enjoy moving pupils' bodies by making use of apparatus and equipment with their teachers.
- b To express the fun and comfort of moving bodies by making use of apparatus and equipment.
- c To proactively engage in play with apparatus and equipment according to simple cues and indications.

C Play with running and jumping

Instruction shall be provided in order to acquire the following items concerning play with running and jumping.

- a To enjoy moving pupils' bodies by running and jumping with their teachers.
- b To express the fun and comfort of moving bodies by running and jumping.
- c To proactively engage in play with running and jumping according to simple cues and indications.

D Playing in water

Instruction shall be provided in order to acquire the following items concerning playing in water.

- a To enjoy simple play in water utilizing by making use of characteristics of water with teachers.
- b To express the fun and comfort of moving pupils' bodies in water.
- c To proactively engage in play in water according to simple cues and indications.

E Play with ball

Instruction shall be provided in order to acquire the following items concerning play with ball.

- a To enjoy moving pupils' bodies by using a ball with their teachers.
- b To express the fun and comfort of moving pupils' bodies by using a ball.
- c To proactively engage in play with ball according to simple cues and indications.

F Expression play

Instruction shall be provided in order to acquire the following items concerning expression play.

- a To move pupils' bodies with their teachers in the place where music is played.
- b To express the fun and comfort of moving pupils' bodies in the place where music is played.

- c To proactively engage in expression play according to simple cues and indications.

G Health

Instruction shall be provided in order to acquire the following items concerning the necessary things for healthy lives.

- a To perform the necessary things for healthy lives such as gargling etc. with teachers.
- b To notice the necessary things for healthy lives and convey them to pupils teachers.

○2nd stage

(1) Objectives

- a To enable pupils to enjoy moving bodies being supported by their teachers and perform the necessary thing for healthy lives.
- b To enable pupils to get used to basic exercise and to express its joy and what they have sensed and to foster the ability to convey what they have sensed to others toward healthy lives.
- c To enable pupils to observe simple rules, to proactively and safely enjoy exercise with their friends and to proactively engage in the things necessary for health.

(2) Contents

A Physical fitness

Instruction shall be provided in order to acquire the following items concerning physical fitness.

- a To enable pupils to enjoy basic physical fitness being supported by their teachers.
- b To enable pupils to get used to basic physical fitness and to express its joy and what they have sensed.
- c To enable pupils to observe simple rules, to proactively and safely enjoy physical fitness with their friends.

B Exercise by making use of apparatus and equipment

Instruction shall be provided in order to acquire the following items concerning exercise by making use of apparatus and equipment.

- a To enable pupils to enjoy basic exercise by making use of apparatus and equipment being supported by teachers.
- b To enable pupils to get used to basic physical exercise by making use of apparatus and equipment and to express its joy and what they have sensed.
- c To enable pupils to observe simple rules and to proactively and safely enjoy basic exercise by making use of apparatus and equipment with their friends.

C Running and jumping

Instruction shall be provided in order to acquire the following items concerning running and jumping.

- a To enable pupils to enjoy basic exercise by running and jumping being supported by their teachers.
- b To enable pupils to get used to basic exercise of running and jumping and to express the fun and what they have sensed.

- c To enable pupils to observe simple rules and to proactively and safely enjoy basic exercise of running and jumping with their friends.

D Exercise in water

Instruction shall be provided in order to acquire the following items concerning exercise in water.

- a To enable pupils to enjoy exercise in water being supported by their teachers.
- b To enable pupils to get used to basic exercise in water and to express the fun and what they have sensed.
- c To enable pupils to observe simple rules and to proactively and safely enjoy exercise in water with their friends.

E Exercise and games by making use of ball

Instruction shall be provided in order to acquire the following items concerning exercise and games by making use of ball.

- a To enable pupils to enjoy basic exercise and games by making use of ball being supported by their teachers.
- b To enable pupils to get used to basic exercise and game by making use of ball and express the fun and what they have sensed.
- c To enable pupils to observe simple rules and to proactively and safely enjoy basic exercise and game by making use of ball with their friends.

F Expressive activity

Instruction shall be provided in order to acquire the following items concerning expressive activity.

- a To enable pupils to enjoy expressive activity to the music being supported by their teachers.
- b To enable pupils to get used to basic expressive activity and to express the fun and what they have sensed.
- c To enable pupils to observe simple rules and to proactively and safely enjoy basic expressive activity with their friends.

G Health

Instruction shall be provided in order to acquire the following items concerning the necessary things for healthy lives.

- a To enable pupils to perform the necessary things for healthy lives.
- b To enable pupils to get used to the necessary things for healthy lives and to convey what they have sensed to others.

o3rd stage

(1) Objectives

- a To enable pupils to enjoy basic exercise, to get to know how to perform such exercise, to acquire basic movements, to acknowledge changes in their health and bodies and to lead healthy lives.
- b To enable pupils to devise ways to enjoy basic exercise and to lead healthy lives and to foster the ability to convey what they have thought and noticed to others.
- c To enable pupils to observe rules, to willingly enjoy exercise in a friendly way, to proactively pay attention to safety of places and tools and to foster the attitude to voluntarily perform the necessary things for their health.

(2) Contents

A Physical fitness

Instruction shall be provided in order to acquire the following items concerning physical fitness.

- a To enable pupils to enjoy basic physical fitness, to get to know the ways to perform such exercise and to acquire basic movements.
- b To enable pupils to devise ways to enjoy basic physical fitness and to convey what they have thought and noticed to others.
- c To enable pupils to observe rules, to willingly enjoy exercise in a friendly way and to proactively pay attention to safety of places and tools.

B Exercise by making use of apparatus and equipment

Instruction shall be provided in order to acquire the following items concerning exercise by making use of apparatus and equipment.

- a To enable pupils to enjoy basic exercise by making use of apparatus and equipment, to get to know the ways to perform such exercise and to acquire basic movements.
- b To enable pupils to devise ways to perform basic exercise by making use of apparatus and equipment and to convey what they have thought and noticed to others.
- c To enable pupils to observe rules, to willingly enjoy basic exercise by making use of apparatus and equipment in a friendly way and to proactively pay attention to safety of places and apparatus/equipment.

C Running and jumping

Instruction shall be provided in order to acquire the following items concerning running and jumping.

- a To enable pupils to enjoy basic exercise for running and jumping, to get to know the ways to perform such exercise and to acquire basic movements.
- b To enable pupils to devise ways to perform basic exercise for running and jumping and to convey what they have thought and noticed to others.
- c To enable pupils to observe rules, to willingly enjoy basic exercise for running and jumping in a friendly way and to proactively pay attention to safety of places and tools.

D Exercise in water

Instruction shall be provided in order to acquire the following items concerning exercise in water.

- a To enable pupils to enjoy basic exercise in water, to get to know the ways to perform such exercise and to acquire basic movements.
- b To enable pupils to devise ways to perform basic exercise in water and to convey what they have thought and noticed to others.
- c To enable pupils to observe rules, to willingly enjoy basic exercise in water in a friendly way and to proactively pay attention to safety of places and tools.

E Exercise and games by making use of ball

Instruction shall be provided in order to acquire the following items concerning exercise and games by making use of ball.

- a To enable pupils to enjoy basic exercise by making use of ball, to get to know the ways to perform such exercise and to acquire basic movements.
- b To enable pupils to devise ways to perform basic exercise by making use of ball and to convey what they have thought and noticed to others.
- c To enable pupils to observe rules, to willingly enjoy basic exercise by making use of ball in a friendly way and to proactively pay attention to safety of places and tools.

F Expressive activity

Instruction shall be provided in order to acquire the following items concerning expressive activity.

- a To enable pupils to enjoy basic expressive activity, to get to know the ways to perform such activity and to acquire basic movements.
- b To enable pupils to devise ways to perform basic expressive activity and to convey what they have thought and noticed to others.
- c To enable pupils to observe rules, to willingly enjoy basic expressive activity in a friendly way and to proactively pay attention to safety of places and tools.

G Health

Instruction shall be provided in order to acquire the following items concerning the necessary things for healthy lives.

- a To enable pupils to get to know changes in their health and bodies and to acquire basic knowledge and skills relating to the necessary things for their healthy lives.
- b To enable pupils to devise the necessary things for their healthy lives and to convey what they have thought and noticed to others.

3 Designing teaching plans and dealing with the contents

(1) In designing the teaching plans, consideration should be given to the following:

- a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents for each stage, toward cultivating pupils' qualities/abilities that are fostered during such time. In doing so, by utilizing approaches/perspectives of physical education and health, each school shall enhance the activities to help pupils notice their own problems regarding play and exercise and health and to select and devise ways to solve such problems in accordance with individual pupils' state of disabilities etc. Additionally, attention shall be paid in order that pupils can savor the joy and pleasure in exercise and realize the importance of health.
- b "A Play for physical fitness" or "A Physical fitness" and "G Health" shall be handled over the period of six years.
- c "G Health" shall be actively connected with a "Basic lifestyle habits" and b "Safety" indicated in 2 Contents for each grade of Living Environment Studies and its effectiveness of teaching shall be enhanced.

(2) In handling of the contents listed in 2 Contents of each stage, consideration shall be given to the following:

- a It is necessary to consider the actual state of schools and local

communities. Thus, each school shall device to provide teaching corresponding to the state of individual pupils' disabilities etc., their experiences of play and exercise and the degree of their skills and to enable pupils to perform activities aiming at solving problems of their play and exercise by themselves.

- b Each school shall devise teaching for the pupils that they are not good at exercise and the ones that are unwilling to engage in exercise.
- c Each school shall devise teaching to connect the contents from “A Play for physical fitness” and “A Physical fitness” to “F] Expression play” and “F Expressive activity” and the ones of “G Health”.
- d Attention shall be paid that snow games, games on ice, skiing, skating and playing on the beach in natural surroundings shall be actively taught in accordance with pupils' state of disabilities etc. and the actual state of schools 2nd local communities etc.
- e Attention shall be paid to connect paly and exercise with “to play”, “to know”, “to observe” and “to support” etc. by linking to Olympic/Paralympic as well.

2 Designing teaching plans across subjects and dealing with the contents

- 1 Upon designing teaching plans, while considering the state of intellectual disabilities of individual pupils, chronological age, learning situations and experience etc., based on the objectives and contents of Subjects, over the period of six years, detailed teaching goals and teaching contents shall be established based on the entire instruction plan.
- 2 In line with the actual state of individual pupils, each school shall device effective teaching methods as well as teaching according each subject by combining Subjects, Foreign language activities, *Tokkatsu* (Student-Led Activities) and *Jiritsukatsudo*, as necessary. In doing so, by clarifying the qualities/abilities to be fostered in Subject Areas, full consideration shall be given to relationship among the contents of teaching of Subjects.
- 3 In line with the actual state of individual students, each school shall device effective teaching methods in connection with their lives. Additionally, consideration shall be given to the entire teaching planning in order that they can independently work on learning activities with motivation, having perception.
- 4 Based on the goals of Moral education indicated in Chapter 1 General Provisions, Section 2, 2 (2), while considering the connection with Subject of Moral, each school shall teach the contents indicated in Chapter 3 Moral as Special Subject in accordance with the characteristics of Subjects.
- 5 Attention shall be paid to safety and hygiene such as organizing learning environment according to the actual state of pupils.
- 6 Consideration shall be paid to the teaching for each school after organizing the matters for which the experience toward their independence and social participation is required in accordance with the actual state of pupils.
- 7 Aiming at collaboration between schools and homes and relevant organizations etc., by mutually sharing the learning process of pupils,

consideration shall be given in order that they can make use of the learning results for their present and future lives.

- 8 Corresponding to the state of pupils' intellectual disabilities and experience, each school shall devise educational materials and auxiliary tools etc. and make efforts to enhance teaching effects by effectively making use of computers and information communication network.

Section 2. Lower secondary department

Subsection 1 Special needs education schools that provide education to students with visual impairment, hearing impairment or physical disability or health impairment

The objectives of Subjects Areas and the objectives and contents of each grade, each field and each language and designing teaching plans and dealing with the contents shall correspond to the ones indicated in Chapter 2.

In designing teaching plans and dealing with the contents over each grade, with full consideration to the state and characteristics of pupils' disabilities and their developmental stages, the items indicated in Chapter 2, Section 1, Subsection 1 shall be especially considered.

Subsection 2 Special needs education schools that provide education to students with intellectual disability

1 Objectives and Contents of Subjects

[Japanese Language]

1 Objectives

By utilizing approaches/perspectives of language, through language activities, efforts shall be made as follows to foster the qualities/abilities for the students to understand and represent by Japanese Language.

- (1) Each school shall help students understand the characteristics of Japanese Language necessary for their daily life and social life and use it correctly.
- (2) Each school shall help students enhance their ability to mutually communicate with others in their daily life and social life and cultivate their ability to think and imagine.
- (3) Each school shall enable students to notice goodness of language, cultivate their sense of language and the attitude to respect Japanese Language and to improve their ability.

2 Objectives and contents for each stage

○1st stage

(1) Objectives

- a To enable students to acquire necessary knowledge and skills of Japanese

Language for their daily life and social life.

- b To enable students to foster the ability to think, sense and imagine in an organized way, to enhance the ability for interaction in human relationship in their daily life and social life and to have their own feeling and thought.
- c To enable students to notice goodness of words, to become familiar with books, and to foster the attitude to proactively think by Japanese Language and interact.

(2) Contents

[Knowledge and skills]

- a Each school shall provide instruction that students can acquire the following items relating to characteristics and usage of words.
 - (a) To help students become aware that words have functions to express the contents of things and to convey their experiences through interaction with their familiar adults and friends.
 - (b) To help students speak by paying attention to pronunciation and volume of voice.
 - (c) To help students get to know correct way to read and write long sounds, contracted sounds, short-stressed sounds, syllabic nasal and particles.
 - (d) To help students understand that words have unity of words and phrases according to their meaning and become aware that there are the words and phrases with different meanings according to ways to speak and write.)
 - (e) To help students understand the relationship between subject and predicate and words and the roles of connecting words and phrases.
 - (f) To help pupils use polite form while paying attention to the differences between polite form and plain form.
 - (g) To read aloud by paying attention to unity of words.
- b Each school shall provide instruction in order that students can acquire the following items relating to handling of information contained in talks and sentences.
 - (a) To help pupils comprehend the relationship between information and information such as the order of the things.
- c Each school shall provide instruction in order that students can acquire the following items relating traditional linguistic culture.
 - (a) To help students become familiar with the sounds and rhythm of words by listening to and creating haiku (short form of Japanese poetry) that

incorporates the words of nature and seasons.

- (b) To help students get to know the expressions corresponding to seasons by reading and writing the words and phrases and sentences written in greeting cards etc.
- (c) Each school shall provide instruction in order that students can acquire the following items relating to writing.
 - ① To write a character carefully while paying attention to posture, the appropriate way to hold writing utensils and the shape of characters.
 - ② To write a character, paying attention length, direction, border and intersection of dots and strokes.
- (d) To help students become familiar with reading and get to know simple stories and poems and travel pieces that express beauty of nature and seasons.

[Ability to think, make judgements and express etc.]

A Listening/speaking

Each school shall provide instruction in order to enable the students to acquire the following matters relating to listening/speaking Japanese Language.

- a To help students listen to stories of their familiar persons and simple broadcast and grasp rough stories by writing own what they have heard and asking back what they cannot understand.
- b To help students remember the things to speak and decide what they want to convey.
- c To help students consider the order to convey etc. in order etc. that they can convey rough contents regarding what they have seen and heard, and their opinions etc.
- d To help students speak in the way according to the other parties and purposes, such as self-introduction and answering the phone etc.
- e To help students become interested in the other parties' talks and interact what they have understood and sensed and have thoughts.

B Writing

Each school shall provide instruction in order that pupils can acquire the following items relating to writing.

- a To help students select the things they want to convey and roughly summarize the contents to write from what they have learned and experienced.
- b To help students consider simple structure according to the order of things in order to convey the other parties.
- c To help students write while paying attention to structure of sentences and usage of words and phrases.
- d To help students review what they have written and correct errors.
- e To help students have impressions about sentences and convey them each other.

C Reading

Each school shall provide instruction in order that pupils can acquire the following items relating to reading.

- a To help students read simple sentences and compositions and imagine the state of the sights and scenes and feelings of the characters etc.
- b To help students grasp rough contents such as temporal order or order of things based on the meaning of words and phrases.
- c To help students read the necessary words and phrases and sentences for their daily lives and act.
- d To help students convey what they have found out by reading compositions and have impressions about them.

○2nd stage

(1) Objectives

- a Each school shall enable students to acquire necessary knowledge and skills for their daily life and social life and vocational life and become familiar with Japanese linguistic culture.
- b Each school shall enable students to foster the abilities to straighten things up and think and to richly feel and imagine, to enhance to interact with others in human relationship in their daily life and social life, and to summarize their own feeling and thought.
- c Each school shall endeavor to cultivate the students' attitude aiming at mutually conveying their feelings and thoughts by reading various kinds of books and fostering Japanese Language as well as acknowledging its merits.

(2) Contents

[Knowledge and skills]

- a Each school shall provide instruction that students can acquire the following items relating to characteristics and usage of words.
 - (a) To help students become aware that words have functions to represent what they have thought and felt through interaction with the persons around them in their daily lives.
 - (b) To help students pay attention to utterance and pronunciation and adjust volume of their voice.
 - (c) To help students understand usage of notational systems such as long sounds, contracted sounds, short-stressed sounds, syllabic nasal and particles and use them in sentences and compositions.
 - (d) To help students increase the necessary numbers of words and phrases to understand and express and extend the range of their use.
 - (e) To help students understand the relationship between the modifier and the modified and the roles of directive words and phrases.
 - (f) To help students understand polite form and plain form and write while paying attention to their difference.
 - (g) To help students read aloud while paying attention to the outline of the contents.
- b Each school shall provide instruction that students can acquire the following items relating to information contained in conversation and writings.
 - (a) To help students understand the relationship between information and information such as thoughts and the causes to support them.
 - (b) To help students to write down necessary words and phrases and understand and use the ways to organize information such as its comparison.
- c Each school shall provide instruction that students can acquire the

following items relating to Japanese linguistic culture.

- (a) To help students develop their ideas about sounds and rhythms of words by reading aloud and reciting simple literary tanka (Japanese traditional poem) and haiku (short form of Japanese poetry).
- (b) To help students become familiar with various impressions by getting to know and use proverbs close to their lives.
- (c) To help students handle the following items relating to writing.
 - Ⓐ To write a character carefully while paying attention to ways to write dots and strokes and shape of character, and to the orthodox order of writing.
 - Ⓑ To help students write by paying attention to the size and arrangement of Chinese characters and kana.
- (d) To help students become familiar with reading a wide range of books and get to know there are various kinds of books.

[Ability to think, make judgements and express etc.]

A Listening/speaking

Each school shall provide instruction in order to enable the students to acquire the following matters relating to listening/speaking Japanese Language.

- a To help students listen to stories of their familiar persons and broadcast and grasp rough stories by writing own what they have heard and asking back what they cannot understand.
- b To help students clarify what they want to convey according to the other parties and purposes.
- c To help students consider the order and ways to convey etc. in order etc. that they can convey rough contents regarding what they have seen and heard and experienced and their opinions and causes thereof.
- d To help students speak in a way they can convey to others, by paying attention to the speed of speaking and devise necessary ways to speak.
- e To help students discuss following simple roles 2nd ways to proceed and summarize their thoughts in order to determine things.

B Writing

Each school shall provide instruction in order that pupils can acquire the following items relating to writing.

- a To help students select what to write from what they have seen and heard and experienced and clarify what they want to convey becoming aware of the other parties and purposes.
- b To help students consider structure of compositions by determining the core to write and clarify the relationship with their own thoughts and causes.
- c To help students devise ways to represent by writing in order to convey the difference between the facts and their own thoughts to the other parties.
- d To help students acquire the habit to review the compositions, correct errors and confirm the connection between words.
- e To help students convey their impressions about compositions each other and find out the strengths of contents and expressions.

C Reading

Each school shall provide instruction in order that pupils can acquire the following items relating to reading.

- a To help students read various kinds of writing and imagine the state of the sights and scenes and feelings of the characters etc.
 - b To help students grasp rough contents such as the order of events and changes in feelings etc. based on the relationships between word and word and sentence and sentence.
 - c To help students read the necessary words and phrases and sentences and indications for their daily life and social life, and vocational life and act.
 - d To help students read while clarifying the words and phrases and sentences as a focal point.
 - e To help students convey what they have sensed and found out after reading each other and become aware that there is a difference in individual feelings etc.
- 3 Designing teaching plans and dealing with the contents
- (1) In designing the teaching plans, consideration should be given to the following:
- a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the units and the hours, Toward cultivating their qualities/abilities that are fostered during such time. In doing so, by utilizing approaches/perspectives through language, through language activities, each school shall help students acquire characteristics and usage of words and enhance learning to deepen their feelings and thoughts.
 - b The items indicated in [Knowledge and skills] of 2 Contents for each grad shall be basically taught through instruction of the ones indicated in [Ability to think, make judgements and express etc.]
 - c “A Listening/speaking” of [Ability to think, make judgements and express etc.] of 2 Contents for each grad shall be taught in order that students can acquire necessary spoken language for their lives and make use of it.
 - d “B Writing” of [Ability to think, to make decisions, to represent etc.] in 2 Contents of each stage shall be taught to devise setting of the scenes for writing compositions without being limited to teaching of the skills to use writing implement.
 - e Regarding teaching for the matters indicated in “C Reading” of [Ability to think, to make decisions, to represent etc.], each school shall enable the students to approach various compositions in accordance with their developmental stage and actively conduct reading activities in daily life and to aim at connecting the teaching of reading in other subjects etc. and the one in school libraries etc.
- (2) Upon handling 2 Contents of each stage, the following matters shall be considered.
- a The matter relating to the characters in 2 Contents of each stage shall be handled as follows.
 - (a) In accordance with diversification of the students’ living scenes and the persons concerned, each school enable them to deal with the characters such as Roman character in addition to hiragana, katakana and Chinese characters.
 - (b) The way to use punctuation and writing such as long sounds and syllabic nasal that the students have learned so far shall continue to be taught in lower secondary department in order that they can continuously use such punctuation and writing correctly and more properly in upper secondary department.

- b Upon teaching 2 Contents, each school shall aim at systematically using school libraries with their purposes and utilizing their functions. In doing so, each school shall give consideration to select the books necessary for the students such as teaching the kinds and arrangement of books and how to seek them.
- c Upon dealing with educational materials, attention shall be paid to the following matters.
 - (a) Each school shall endeavor to set the opportunities to handle various kinds and forms of the sentences and compositions, ranging from the topics that the students have interests/concerns and familiar themes to them to the topics relating to their daily life and social life and vocational life, in accordance with the actual state and characteristics of the students' disabilities etc. and their developmental stages of mind and body.
 - (b) Each school shall select the materials as reading materials from which students can easily read the characters' feelings from their behaviors and words and easily imagine the sights. Additionally, each school shall also the one that can extend the range of students' lives and select the ones with the contents to enhance their ability to live.

[Mathematics]

1 Objectives

By utilizing mathematical approaches/perspectives through mathematical activities, each school shall aim at cultivating qualities/abilities to think mathematically as follows.

- (1) Each school shall enable the students to understand the fundamental/basic concepts and properties regarding numbers, quantities, and geometrical figures and to acquire the skills to interpret daily phenomena mathematically.
- (2) Each school shall enable the students to cultivate the ability to understand daily phenomena mathematically with anticipation and think reasonably, the one to comprehensively/expansively think them by finding the properties of fundamental/basic numbers, quantities, and geometrical figures and the one to briefly/clearly/appropriately represent such phenomena by use of mathematical expression and flexibly express according to purposes.
- (3) Each school shall enable the students to realize the enjoyment of mathematical activities and goodness of mathematics, to foster the attitude to find better solution by reviewing the learning and the one to actively make use of the learning of mathematics for their daily lives and learning.

2 Objectives and contents for each stage

○1st stage

(1) Objectives

A Numbers and calculations

- a Each school shall help students understand concept of 3-digit integers etc., to enhance sense of numbers, understand the meaning and properties of addition, subtraction and multiplication and properties and acquire the skills to carry out the above-mentioned calculations.
- b Each school shall enable students by paying attention to the numbers and their representations and relationships of numbers, by making use of concrete objects and figures, to straighten up ways to represent

- numbers and to calculate and consider in connection with them.
- c Each school shall help pupils actively engage in numbers/quantities, represent/handle them mathematically, develop their ideas about goodness of what they have learned and to actively make use of such learning for their lives and learning.
- B Geometrical figures
- a Each school shall enable students to understand the basic geometrical figures such as triangles, quadrilaterals and shape of box, to enrich their sense of geometrical, and to acquire the skills to construct and make them.
 - b Each school shall enable students to foster the abilities to grasp the characteristics of plane figures and to consider them in connection with their familiar events from the properties of geometrical figures by paying attention to the elements to make the basic geometrical figures such as triangles, quadrilaterals and shape of box.
 - c Each school shall enable students to foster the abilities to willingly engage in geometrical figures, to represent/treat them mathematically, to develop their ideas about goodness of what they have learned by mathematics and to proactively make use of it for their lives and learning.
- C Measurements
- a Each school shall enable students to understand the meaning of units and measurements of length, volume, weight and time, to enrich their sense of the size of quantities and to acquire the skills to measure them.
 - b Each school shall enable students to grasp their familiar events by paying attention to the quantities and to accurately represent them by making use of the units of such quantities.
 - c Each school shall enable students to foster the abilities to willingly engage in numbers/quantities and geometrical figures, to represent/treat them mathematically, to develop their ideas about goodness of what they have learned by mathematics and to proactively make use of it for their lives and learning.
- D Making use of data
- a Each school shall enable students to foster the skills to classify and organize their familiar data, to represent in simple tables and graphs and to make use of them in problem-solving.
 - b Each school shall enable students to foster the skills to grasp their familiar events by paying attention to the characteristics of data and to briefly represent and examine them.
 - c Each school shall enable students to foster the attitude to willingly engage in making use of data, to represent/treat them mathematically, to develop their ideas about goodness of what they have learned by mathematics and to proactively make use of them for their lives and learning.
- (2) Contents
- A Numbers and calculations
- a Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to representations of integers.

- (a) The following knowledge and skills shall be acquired.
 - Ⓐ To classify and count the numbers up to 1000 after dividing into several units of same numbers.
 - Ⓑ To understand way to represent 3-digit numbers.
 - Ⓒ To understand the relative size of numbers such as regarding the numbers as the units of ten and one hundred.
 - Ⓓ To understand sequence, order and size of 3-digit numbers by reading on number line and represent numbers.
 - Ⓔ To see a number in connection with other ones such as regarding it as the product with other ones.
- (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To consider ways to compare and count the size of numbers and to make use of them in daily lives by paying attention to units of numbers and extending the range to be examined.
- b Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to addition and subtraction of integers.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To understand and calculate addition and subtraction of 2-digit numbers.
 - Ⓑ To get to ways of calculations of addition and subtraction of 3-digit in simple cases.
 - Ⓒ To understand the practical properties relating to addition and subtraction.
 - Ⓓ To be able to use simple addition and subtract for calculations in concrete living scenes.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To find out the practical properties relating to calculations and ways to calculate and make use of them in daily lives by paying attention to relationships of numbers/quantities and extending the numbers to be applied.
- c Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to multiplication of integers.
 - (a) The following knowledge and skills shall be acquired.
 - Ⓐ To get to know the meaning of multiplication in the case where multiplication is used.
 - Ⓑ To represent and read expressions in the case where multiplication is used.
 - Ⓒ To understand simple properties which hold for multiplication.
 - Ⓓ To get to know multiplication table up to 9 times 9 and to be able to use multiplication of Ⓐ one-digit number and a one-digit number.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.

- ① To pay attention to relationships of numbers/quantities, to explore the practical properties relating to calculations and ways to calculate and to make use of them in daily lives.

B Geometrical figures

- a Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to geometrical figures.

- (a) The following knowledge and skills shall be acquired.

- ① To get to know lines.
- ② To get to know triangles and quadrilaterals.
- ③ To get to know squares, rectangles, and right triangles.
- ④ To understand the objects that have the shape of a box regarded as a square and rectangle and to compose and resolve them.
- ⑤ To represent the properties of geometrical features by using the terms such as right angle, vertex, side and face etc.
- ⑥ To understand basic geometrical features and draw such geometrical features and create simple features and tables.
- ⑦ To draw and make squares, rectangles, and right triangles and spread them all over the plane.

- (b) The following ability to think, make judgements and express etc. shall be acquired.

- ① To pay attention to the elements that compose geometrical features, to explore ways to compose them and grasp the shapes of familiar objects as geometrical features.

C Measurements

- a Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to units and measurements of quantities.

- (a) The following knowledge and skills shall be acquired.

- ① To measure by applying the edge of objects to the origin of the scale.
- ② To get to know the units of length [millimeter (mm), centimeter (cm), meter (m), kilometer (km)] and the units of weight [gram (g), kilogram (kg)] and understand the meaning of measurement.
- ③ To get to know the units of volume [milliliter (mL), deciliter (dL), liter (L)] and understand the meaning of measurement.
- ④ To make a rough estimate, select units and measure by using measuring instrument.

- (b) The following ability to think, make judgements and express etc. shall be acquired.

- ① To pay attention to the characteristics of familiar objects, represent the size of quantities by the units suitable for the purpose and compare them.

- b Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to clock time and elapsed time.

- (a) The following knowledge and skills shall be acquired.

- ① To get to know the units (seconds) of time.

- ⑥ To determine clock time and elapsed time which are necessary in their daily lives.
- (b) The following ability to think, make judgements and express etc. shall be acquired.
 - ⑦ To pay attention to the units of time and make use of ways to find simple clock time and elapsed time.

D Making use of data

- a Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to representation and reading of their familiar data by simple tables and graphs.
 - (a) The following knowledge and skills shall be acquired.
 - ⑧ To represent and read familiar numbers/quantities by simple tables and graphs.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - ⑨ To pay attention to the viewpoints to organize data relating to familiar events, read and examine them while making use of simple tables and graphs.

[Mathematical activities]

- a In learning each content of “A Numbers and Calculations”, “B Geometrical Figures”, “C Mathematical Relations” and “D Making Use of Data”, each school shall enable the students to work on the following mathematical activities.
 - (a) Activities to solve mathematical problems found from the events in their daily lives by making use of concrete objects and figures and expressions and to confirm the results thereof and make use of such results in their daily lives.
 - (b) Activities to represent and mutually convey the process and results of problem-solving by making use of concrete objects and figures and expressions.

○2nd stage

(1) Objectives

A Numbers and calculations

- a Each school shall enable students to deepen understanding of the concept and properties of integer, to enrich their sense of numbers, to understand the meaning and properties of addition, subtraction, multiplication and division and to be able to use them for calculations. Additionally, each school shall enable them to get to know the meaning and representation of decimals and fractions and acquire the skills to represent and read the numbers/qualities and their relationships.
- b Each school shall enable students to foster the ability to explore ways to represent numbers and think about such numbers by paying attention to the units that compose such numbers, to extend the range of numbers to be treated, to find out ways for calculations, to straighten them up, to grasp the problematic scenes in their daily lives

by paying attention to their numbers/quantities, to review handled results based on the scenes and to interpret and judge them.

- c Each school shall enable students to foster the attitude to willingly engage in numbers/quantities, to represent/treat them mathematically, to develop their ideas about goodness of what they have learned by mathematics and to proactively make use of them for their lives and learning.

B Geometrical figures

- a Each school shall enable students to acquire the skills to understand basic geometrical figures such as isosceles triangles and equilateral triangles, their areas and size of angles, to enrich their sense of geometrical figures, to draw and compose them, to determine the area of geometrical figures and the size of their angles etc.
- b Each school shall enable students to foster the ability to understand the characteristics of parallelograms, consider their familiar events from the properties of geometrical figures by paying attention to the elements to compose the basic geometrical figures such as isosceles triangles and equilateral triangles, and to consider measurement of geometrical figures by paying attention to the elements that compose geometrical figures.
- c Each school shall enable students to foster the attitude to willingly engage in geometrical figures and numbers/quantities, to represent/treat them mathematically, to develop their ideas about goodness of what they have learned by mathematics and to proactively make use of them for their lives and learning.

C Mathematical relations

- a Each school shall enable students to understand to represent the relations between two numbers/quantities and the state of their changes by tables, expressions and graphs and to acquire the skills to compare the relations between two quantities by ratio.
- b Each school shall enable students to acquire the skills to develop their ideas about the characteristics of changes by paying attention to the relationships between two numbers/quantities that vary simultaneously, to explore the relationships between two numbers/quantities by making use of tables and expressions, and graphs and to explore them by making use of ratio.
- c Each school shall enable students to foster the attitude to willingly engage in numbers/quantities, to represent/treat them mathematically, to develop their ideas about goodness of what they have learned by mathematics and to proactively make use of them for their lives and learning.

D Making use of data

- a Each school shall enable students to understand ways to represent data by bar graphs and broken line graphs and read them, and to acquire the skills to make use of them in solving problem.
- b Each school shall enable students to acquire the skills to briefly represent the events by paying attention to the characteristics of data

organized regarding their familiar events and properly judge them.

- c Each school shall enable students to foster the attitude to willingly engage in making use of data, to represent/treat them mathematically, to develop their ideas about goodness of what they have learned by mathematics and to proactively make use of them for their lives and learning.

(2) Contents

A Numbers and calculations

- a Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to ways to represent integers.
 - (a) The following knowledge and skills shall be acquired.
 - ① Up to four-digit numbers, to understand the representations of numbers, understand size and order of numbers by decimal positional numeration system.
 - ② To get to know numbers that are 10 or 100 times as many or 1/10 of another number, and their representations of the numbers.
 - ③ To deepen students' understanding of relative size of numbers, such as regarding the number as units of ten-thousands.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - ① To pay attention to units of numbers, to explore ways to compare and count the size of numbers while extending the range to explore and to make use of them.
- b Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to addition and subtraction of integers.
 - (a) The following knowledge and skills shall be acquired.
 - ① To understand ways of addition and subtraction of three-digit or four-digit numbers and to be able to calculate them. Additionally, to get to know the way of calculation using algorithms in column forms for them.
 - ② To understand the practical properties concerning addition and subtraction.
 - ③ To be able to use addition and subtraction in concrete living scenes by making use of computers.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - ① To pay attention to the relationship of numbers/quantities, to extend the applicable range of numbers, to explore the practical properties and ways for calculations and to make use of them in students' daily live.
- c Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to multiplication of integers.
 - (a) The following knowledge and skills shall be acquired.
 - ① To be able to use multiplication of a one-digit number and a one-digit number and to properly make use of it.
 - ② To understand the practical properties of multiplication such as commutative law and distributive law.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - ① To pay attention to the relationship of numbers/quantities, to explore the practical properties and ways for calculations and to

- make use of them in students' daily live.
- d Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to division of integers.
- (a) The following knowledge and skills shall be acquired.
 - Ⓐ To understand the situations where division is used and its meaning.
 - Ⓑ To represent the situations where division is used by expressions and read them.
 - Ⓒ To understand relationship between division and multiplication.
 - Ⓓ To be able to use the division when both divisors and quotients are 1-digit numbers.
 - Ⓔ To get to know remainders and to understand ways to determine remainders.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to the relationship of numbers/quantities, to explore the practical properties and ways for calculations and to make use of them in students' daily live.
- e Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to representations of decimal numbers.
- (a) The following knowledge and skills shall be acquired.
 - Ⓐ To get to know that decimal numbers are used in representing size of fractional part.
 - Ⓑ To understand mechanism and representations of decimal numbers to the tenths place.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to units of numbers, to extend the applicable range of numbers and to make use of them in students' daily lives.
- f Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to representations of fractions.
- (a) The following knowledge and skills shall be acquired.
 - Ⓐ To get to know simple fractions such as one-half ($\frac{1}{2}$) and a quarter ($\frac{1}{4}$) etc.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to units of numbers, to extend the applicable range of numbers and to make use of them in students' daily lives.
- g Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to expressions to represent the relationships between numbers/quantities.
- (a) The following knowledge and skills shall be acquired.
 - Ⓐ To represent the relationships between numbers/quantities in algebraic expressions and connect expressions and figures.
 - Ⓑ To get to know that the relationships between numbers/quantities can be represented in algebraic expressions by using \square etc.
 - Ⓒ To check the results by substituting numbers for the \square .
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - Ⓐ To pay attention to the relationships between numbers/quantities, to represent the matters and the relationships by making use of

algebraic expressions and figures and to read the expressions in connection with the expressions and figures.

B Geometrical figures

a Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to geometrical figures.

(a) The following knowledge and skills shall be acquired.

① To get to know isosceles triangles and equilateral triangles etc. and pay attention to their relationship through drawing figures.

② To draw figures of isosceles triangles and equilateral triangles by using ruler and compass.

③ To get to know the angles in connection with fundamental geometrical figures.

④ To understand the relationship between parallelism and perpendicularity of straight lines.

⑤ To get to know center, radius and diameter of circles. In addition, in connection with circles, to get to know diameter of spheres.

(b) The following ability to think, make judgements and express etc. shall be acquired.

① To pay attention to the elements that compose geometrical figures and their positional relationships, to explore ways to compose and to review the ones that students have already learned based on their properties.

b Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to area.

(a) The following knowledge and skills shall be acquired.

① To get to know the units of area [square centimeter (cm^2), square meter (m^2), square kilometer (km^2)] and the meaning of their measurements.

② To explore ways to determine the area of squares and rectangles.

(b) The following ability to think, make judgements and express etc. shall be acquired.

① To pay attention to the units of area, to explore ways to determine the areas of geometrical figures and to calculate and represent them.

c Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to the size of angles.

(a) The following knowledge and skills shall be acquired.

① To regard the size of an angle as the amount of turn.

② To get to know the unit of angle measurement (degree [$^\circ$]) and the meaning of measurement.

③ To measure angles.

(b) The following ability to think, make judgements and express etc. shall be acquired.

① To pay attention to the units of the size of angles, to accurately represent the size of angles of geometrical figure, and to make use of them to explore geometrical figures.

C Mathematical relations

a Each school shall teach the contents in order that the students can

acquire the following matters through mathematical activities relating to two numbers/quantities that vary simultaneously.

- (a) The following knowledge and skills shall be acquired.
 - ① To represent how the numbers/quantities vary by making use of tables and algebraic expressions and interpret the features of their variation.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - ① To pay attention to the relationship between two numbers/quantities that vary simultaneously and to explore the features of variations by making use of tables and algebraic expressions.
- b Each school shall teach the contents in order that the students can acquire the following matters through mathematical activities relating to relationship between two numbers/quantities.
 - (a) The following knowledge and skills shall be acquired.
 - ① To get to know that ratio is used to compare a relationship between two numbers/quantities with another one between different two numbers/quantities in simple cases.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - ① To pay attention to relationship between numbers/quantities in daily lives and to explore relationship between two numbers/quantities by making use of figures and algebraic expressions.
- D Making use of data
 - a Each school shall provide instruction in order that pupils can acquire the following items through mathematical activities relating to representing data by using tables and graphs and interpreting them.
 - (a) The following knowledge and skills shall be acquired.
 - ① To classify and organize data from the viewpoints of dates and places and to represent and interpret tables and bar graphs.
 - ② To classify and organize data from two viewpoints and to represent such data by broken line graphs and interpret them.
 - ③ To understand the meaning and usage of tables and bar graphs and broken line graphs.
 - (b) The following ability to think, make judgements and express etc. shall be acquired.
 - ① To pay attention to the viewpoint of organizing data relating to students' familiar events and to interpret, explore and represent their results while making use of tables and bar graphs.
 - ② To classify and organize data by collecting them according to purposes, to find out the features and trends of data and to represent and explore them by making use of appropriate graphs.

[Mathematical activities]

- A In learning each content of “A Numbers and Calculations”, “B Geometrical Figures”, “C Mathematical Relations” and “D Making Use of Data”, each school shall enable the students to work on the

following mathematical activities.

- (a) Activities relating to mathematical learning through observing students' familiar events and operating concrete objects.
- (b) Activities to resolve mathematical problems found from daily events by making use of concrete objects and figures, tables and expressions etc., and to confirm their results and making use of them in students' daily lives.
- (c) Activities to represent and mutually convey the process and results of problem-solving by making use of concrete objects and figures, tables and expressions etc.

3 Designing teaching plans and dealing with the contents

(1) In designing the teaching plans, consideration should be given to the following:

- a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the units and the hours, toward cultivating pupils' qualities/abilities that are fostered during such time. In doing so, each school shall enhance learning such as grasping daily events mathematically, finding out mathematical problems, independently/collaboratively solving such problems, reflecting the process of learning and forming concept by utilizing mathematical approaches/perspectives.
- b In order to maintain and improve basic proficiency in numbers/quantities and geometrical figures, instruction shall be given in a planned manner by offering practices when necessary. Additionally, in order to smoothly link up the content of instructions of different stages, instructions shall be repeated on an appropriate basis.
- c It is necessary to ensure coordination between teaching of the "A Numbers and calculations", "B Geometrical Figures", "C Measurements" and "D Making use of data" in 2 Contents.

(2) In handling of the contents listed in 2 Contents of each stage, consideration shall be given to the following:

- a In order to develop the ability to think, judge and express themselves, instruction of the contents in each stage shall actively incorporate such learning activities as thinking by using concrete objects, words, numbers, expressions, figures, tables and graphs and explaining and communicating their thoughts among themselves.
- b Upon teaching "A Numbers and calculations", attention shall be paid in order that students can deepen the meaning of numbers and calculations by appropriately making use of educational tools such as concrete objects.
- c Concerning the items indicated in the contents of 1st stage, attention shall be paid to the following (a) to (c).
 - (a) Upon teaching "A Numbers and calculations" b of Contents, when necessary, parentheses () and \square may be used.
 - (b) Upon teaching "C Measurements" a and "D Making use of data"

- a of Contents, when necessary, ways to read scales of thermometer and clinical thermometer and to summarize data shall be handled.
- (c) Upon teaching “C Measurements”, a (a), ©, instruction of skills to compare by using arbitrary units and to accurately measure by standard containers shall be considered.
- D Concerning the items indicated in the contents of the 2nd stage, attention shall be paid to the following (a) to (c).
- (a) Concerning “A Numbers and calculation” b and c , consideration shall be given in order that students can mentally calculate in simple calculations. Furthermore, estimate of the results of calculations shall be mentioned.
- (b) Concerning basic geometrical figures of “B Geometrical figures”, a (a), consideration shall be given in order that students can become interested in geometrical figures through the activities to draw and confirm geometrical figures. Upon handling compass, the situations of students’ disabilities shall be considered.
- (c) Concerning “D Making use of data”, a , various kinds of tables and graphs shall be handled. Additionally, consideration shall be given in order that students can become aware that expressions and graphs are useful to grasp changed in events and overall trend.
- (3) Upon teaching mathematical activities, consideration shall be given to the following items.
- a Since mathematical activities play important roles in consolidating the acquisition of basic/fundamental knowledge and skills, in improving the ability to think, judge and express themselves, and in finding the pleasure of learning mathematics, the items indicated in “A Numbers and calculations”, “B Geometrical Figures”, “C Measurements”, “C Mathematical relations” and “D Making use of data” in 2 Contents shall be taught through mathematical activities.
- b It shall be necessary for each school to make efforts to help students enjoy mathematical activities and create opportunities to realize practical use of Arithmetic in their daily lives.

[Science]

1 Objectives

Each school shall aim to fostering qualities/abilities necessary to scientifically solve problems relating to natural events/phenomena by becoming familiar with nature and utilizing approaches/perspectives of science, with students’ own prospectus, through carrying out observations and experiments.

- (1) Each school shall enable students to aim at basic understanding of natural events/phenomena and to acquire elementary skills relating to observations and experiments.
- (2) Each school shall help students carry out observations and experiments and foster the ability to have doubts and develop perspective and hypothesis.
- (3) Each school shall help students nurture hearts and minds that are filled with an affection for natural and foster the attitude to independently make use of what they have learned for their daily lives and society.

2 Objectives and contents for each stage

○1st stage

(1) Objectives

A Life

- a Each school shall help students develop their ideas about the state of their familiar living things and acquire elementary skills relating to observations and experiments.
- b Each school shall enable students to main different points and common points from the state of their familiar living things and to foster the ability to have doubts.
- c Each school shall help students willingly explore the state of their familiar living things and to foster the attitude to love living thins and to actively make use of what they have learned in their daily lives.

B Earth/nature

- a Each school shall help students develop their ideas about the sun and ground and acquire elementary skills relating to observations and experiments.
- b Each school shall enable students to develop their ideas about main different points and common points from the state of the sun and ground and to foster the ability to have doubts.
- c Each school shall help students willingly explore the state of the sun and ground and to foster the attitude to actively make use of what they have learned in their daily lives.

C Energy/matter

- a Each school shall help students develop their ideas about properties of objects, functions of force of wind and rubber, properties of light and sound, properties of magnet and electric circuit, and acquire elementary skills relating to observations and experiments.
- b Each school shall enable students to develop their ideas about main different points and common points from properties of objects, functions of force of wind and rubber, properties of light and sound, properties of magnet and electric circuit and to foster the ability to have doubts.
- c Each school shall help students willingly explore properties of objects, functions of force of wind and rubber, properties of light and sound, properties of magnet and electric circuit and to foster the attitude to actively make use of what they have learned in their daily lives.

(2) Contents

A Life

a Observation of familiar environment

Each school shall provide instruction in order that students can acquire the following items while exploring and raising their familiar living things by paying attention to the appearance of such living things through activities to explore them while comparing them.

- (a) Each school shall enable students to understand the following items and to acquire elementary skills relating to observations and experiments.

- ① Living things are different in appearance, such as color, shape and size etc.

- ⓑ Insects and plants grow in accordance with a fixed order of growth.
- (b) Each school shall enable students to develop their ideas about different points and common points while exploring their familiar living things, to have doubts about and represent the appearance of such living things.

B Earth/nature

a State of the sun and ground

Each school shall provide instruction in order that students can acquire the following items concerning the state of the sun and ground by paying attention to the state of sunny and shady spots through the activities to exploration while comparing.

- (a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.
 - ⓐ Shade is created by blocking sunlight.
 - ⓑ The sun warms the ground and there are differences in warmth between the sunny and shady spots.
- (b) Each school shall enable students to develop their ideas about different points and common points while exploring the state of sunny and shady spots, to have doubts about and represent about the relationship between the sun and the state of ground.

C Energy/matter

a Object and weight

Each school shall provide instruction in order that pupils can acquire the following items relating to properties of objects, by paying attention to shape and volume, through the activities to explore the weight of such objects while comparing them.

- (a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.
 - ⓐ The weight of an object remains unchanged even when the shape changes.
 - ⓑ Object with the same volume may differ in weight.
- (b) Each school shall enable students to develop their ideas about different points and common points while exploring the relationship between the shapes and volume of objects and their weight, to have doubts about and represent the properties of objects.

b Functions of wind and force of rubber

Each school shall provide instruction in order that students can acquire the following items relating to functions of wind and force of rubber by paying attention to force and the state of movement of objects, through activities to explore such functions while comparing them.

- (a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.
 - ⓐ The power of wind may move objects. Additionally, as the power of wind changes, the state of movement of objects changes accordingly.
 - ⓑ The force of rubber may move objects. Additionally, as the force of rubber changes, the state of movement of objects changes accordingly.

- (b) Each school shall enable students to develop their ideas about different points and common points while exploring the state of movement of objects by wind and force of rubber, to have doubts about and represent functions of wind and force of rubber.

c Properties of light and sound

Each school shall provide instruction in order that students can acquire the following items relating to properties of light and sound, by paying attention to brightness and warmth when it strikes an object and vibrations when sound is produced, through the activities to explore the difference when the brightness of light and loudness of sound are changed and compare them.

- (a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.

- Ⓐ Sunlight travels straight.
- Ⓑ The brightness and warmth of sunlight changes when it strikes objects.
- Ⓒ When sound is produced, or transmitted objects are vibrating.

- (b) Each school shall enable students to develop their ideas about different points and common points while exploring the state of warmth and brightness when light is thrown and the state of vibration when sound is produced, to have doubts about and represent the properties of light and sound.

d Properties of magnet

Each school shall provide instruction in order that students can acquire the following items relating to properties of magnet, by paying attention to the states when magnet approaches to their familiar objects, through the activities to explore such states and compare them.

- (a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.

- Ⓐ Some objects are attracted to a magnet while others are not.
- Ⓑ Opposite poles of a magnet attract each other, whereas like poles repel each other.

- (b) Each school shall enable students to develop their ideas about different points and common points while exploring the state of their familiar object when magnet approaches to them, to have doubts about and represent properties of magnet.

e Pathway of electricity

Each school shall provide instruction in order that students can acquire the following items relating to pathway of electricity, by paying attention to ways of connection between a dry battery and a small bulb and the state of objects connected to a dry battery, through activities to explore and compare the differences between the patterns of circuit connections that conduct electricity and do not.

- (a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.

- Ⓐ There are patterns of circuit connections that conduct electricity and others that do not.

and air and to acquire elementary skills relating to observations and experiments.

- b Each school shall enable students to foster the ability to anticipate based on the already learned contents and living experiences concerning what they have doubted, with regard to properties of water and air.
- c Each school shall enable students to willingly explore the doubts found concerning properties of water and air and to foster the attitude to make use of what they have learned for their daily lives and social life.

(2) Contents

A Life

a Structure and movement of the human body

Each school shall provide instruction in order that students can acquire the following items, by paying attention to structure and functions of bones and muscles regarding human beings and other animals, through activities to explore in connection with them.

(a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.

- Ⓐ The human body has bones and muscles.
- Ⓑ The human body can move due to the functions of bones and muscles.

(b) Each school shall enable students to foster the ability to anticipate and represent with regard to structure and functions of bones and muscles of human beings and other animals based on the already learned contents and living experiences concerning what they have doubted while exploring them.

b Seasons and living things

Each school shall provide instruction in order that students can acquire the following items while exploring and growing familiar animals and plants by paying attention to activities of animals and growth of plants and changes in seasons, through activities to explore in connection with them.

(a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.

- Ⓐ The activities of animals change depending on the season (warm/cold).
- Ⓑ The growth of plants changes depending on the season (warm/cold).

(b) Each school shall enable students to foster the ability to anticipate and represent with regard to activities of their familiar animals and changes in growth of plants based on the already learned contents and living experiences concerning what they have doubted while exploring them.

B Earth/nature

a Path of rain water and state of ground

Each school shall provide instruction in order that pupils can acquire the following items with regard to path of rain water and state of ground, by paying attention to ways of flow and infiltration of rain water, through

activities to explore in connection with tilt of ground and particle size of soil and them.

(a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.

① Water runs from high places to low ones and gathers.

② Infiltration of water differs depending on the size of soil particles.

(b) Each school shall enable students to foster the ability to anticipate and represent what they have doubted, based on the already learned contents and living experiences, while exploring with regard to relationship between ways of flow and infiltration of rain water and tilt of ground and the size of soil particles.

b Weather changes

Each school shall provide instruction in order that students can acquire the following items concerning weather and state of water in natural world, by paying attention to temperature and path of water, through activities to explore in connection with weather changes and state change of water and them.

(a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.

① The change in temperature in a day is different depending on weather.

② Weather evaporates from the surface of water or the ground and turns into vapor in the air. In addition, vapor in the air may turn back into water drops (condensation).

(b) Each school shall enable students to anticipate and represent what they have doubted, while exploring with regard to the relationship between weather changes and state change of water and temperature and path of water.

c The moon and stars

Each school shall provide instruction in order that students can acquire the following items concerning the characteristics of the moon and stars, by paying attention to changes in position and elapse of time, through activities to explore in connection with them.

(a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.

① The shape of the moon appears to change day to day, and its position changes throughout the day.

② There are stars in the sky with different levels of brightness and colors.

(b) Each school shall enable students to anticipate and represent what they have doubted, while exploring with regard to changes in positions of the moon and elapse of time.

C Matter/energy

a Water, air and temperature

Each school shall provide instruction in order that students can acquire the following items concerning the properties of water and air, by paying attention to volume and changes in state, through the activities to explore

them in connection with changes in temperature.

(a) Each school shall help students understand the following items and acquire elementary skills relating to observations and experiments.

Ⓐ The volume of water and air changes when heated or cooled.

Ⓑ The form of water changes into vapor or ice depending on temperature.

(b) Each school shall enable students to anticipate and represent what they have doubted, based on the already learned contents and living experiences, while exploring with regard to changes in volume and state of water and air.

(3) Handling the contents

a With regard to item “a Structure and movement of the human body” (a), Ⓐ of (2) “A Life”, functions of joints shall be dealt with.

b With regard to item “b Seasons and living things” of (2) “A Life”, the activities of animals throughout a year and growth of plants shall be taught by observations and video materials.

c With regard to item “b Weather changes” of (2) “B Earth/nature”, the graphs and tables that deal with two data simultaneously shall not be taught.

3 Designing teaching plans and dealing with the contents

(1) In designing the teaching plans, consideration should be given to the following:

a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the units and the hours, Toward cultivating pupils' qualities/abilities that are fostered during such time. In doing so, based on the characteristics of learning process of science, by utilizing scientific approaches/perspectives, each school shall enhance learning to aim at solving problems scientifically, such as carrying out observations and experiments with anticipation.

b Concerning the abilities to think, make judgements and express themselves etc. to be fostered for each stage, the primary ones to aim at fostering in the said stage are indicated. In the practical instruction, full consideration shall be given to fostering the ones listed in other stage as well.

(2) In handling of the contents listed in 2 Contents of each stage, consideration shall be given to the following:

a In giving instructions on experiments, the simple objects relating to living environment and lives shall be handled.

b In giving instruction on living things and weather, it is necessary to adopt the activities to become familiar with nature and experiential ones, to foster the attitude to cherish lives and contribute to preserve natural environment around students.

c In giving instructions on weather etc., it is necessary to help students basically understand disasters.

d It is necessary to mention that the learning in science relates to various

kinds of jobs.

- e It is necessary to collaborate and cooperate with museums and science learning centers etc.
- (3) In giving instructions on observations and experiments, sufficient attention shall be paid to prevent accidents. Additionally, full consideration shall be given to environmental improvement.

[Music]

1 Objectives

By utilizing musical approaches/perspectives through activities for expression and appreciation, each school shall aim at fostering the qualities/abilities to be involved in sounds in pupils' daily lives and music with interest and concerns as follows.

- (1) To help students develop their ideas about names of music and musical theme and music-making and to proactively acquire the skills necessary to express what pupils have sensed by music.
- (2) To enable students to consider musical expressions and to listen to music enjoying sounds and music while finding out value of music pieces and musical performance.
- (3) To willingly get involved in sounds and music, to sense the joy to cooperatively perform musical activities and to foster the attitude to become familiar with various kinds of music and to foster rich aesthetic sentiments.

2 Objectives and contents for each stage

○1st stage

(1) Objectives

- a Each school shall help students develop their ideas about the relationship between names of music and atmosphere of music pieces and structure of music and acquire necessary skills of singing, instrumental music, music-making and physical expressions for musical expressions.
- b Each school shall enable students to have emotion and intention of desire to consider and represent musical expressions and listen to them while savoring sounds and music.
- c Each school shall enable students to actively get involved in sound and music, to experience various kinds of music while sensing the joy to cooperatively perform musical activities, and to foster the attitude to lead brightening and enriching lives by making use of musical experiences.

(2) Contents

A Expression

- a The following items shall be taught through singing activities.
 - (a) To devise the musical expression that seem to be suitable for the atmosphere of music pieces and to have emotion and intention toward

singing expression while acquiring and making use of the knowledge and skills for singing expression.

- (b) To become aware of the following ① and ②.
 - ① Relationship between names of music and atmosphere of music and musical structure.
 - ② Relationship between music themes and scenes and images that lyrics represent.
- (c) To enable the students to acquire the skills of the following ① to ③ necessary to sing in the way suitable for their emotion and intentions.
 - ① Skills to sing after listening to the models and singing by looking at lyrics.
 - ② Skills to sing in a natural and relaxed manner with attention to vocalization.
 - ③ Skills to sing in ensemble while listening to friends' voices and the accompaniment.
- b Through playing instruments, each school shall teach the contents in order that the students can acquire the following items.
 - (a) To devise the expressions suitable for the atmosphere of music pieces and to have emotion and intentions for playing instrument expression while acquiring and making use of the knowledge and skills for playing instrument expression.
 - (b) To pay attention to the following ① and ②.
 - ① Relationship between atmosphere of music pieces and musical structure.
 - ② Relationship between various tones of musical instruments and timbres as a whole.
 - (c) The skills of the following ① to ③ necessary for expressions suitable for students' emotion and intentions shall be acquired.
 - ① Skills to play instruments by looking at simple notations with attention to rhythm and tempo.
 - ② Skills to tuned and percussion instruments with attention to tones and timbre.
 - ③ Skills to play instruments in unison while listening to the instruments played by friends and the accompaniment.
- c Through activities of music-making, each school shall teach the contents in order that the students can acquire the following items.
 - (a) To be able to perform the following ① and ② while acquiring and making use of the knowledge and skills for creative expression.
 - ① Through musical games, to acquire the ideas concerning how to create music.
 - ② To have emotion and intentions toward constructing sounds into music.
 - (b) Concerning the following items ① and ② develop ideas in

connection with the fun produced by them.

- ① Characteristics of timbre of various sounds.
- ② Characteristics of ways to connect rhythm/pattern and short melodies.
- (c) To acquire the skills of the following ① and ② necessary for expressions that make use of students' ideas and suitable for their emotion and intentions.
 - ① Skills to express by selecting and combining sounds based on established conditions.
 - ② Skills to create simple music by making use of musical mechanism.
- d Through activities of physical expressions, each school shall teach the contents in order that the students can acquire the following items.
 - (a) To sense the characteristics of rhythm and the atmosphere of music pieces and to have emotion and intentions regarding moving their bodies while acquiring and making use of knowledge and skills regarding physical expressions.
 - (b) To become aware of the following ① and ②.
 - ① Relationship between the atmosphere of music pieces and musical structure.
 - ② Relationship between names of music and lyrics and physical movement
 - (c) To acquire the skills of the following ① to ③ necessary for expressions by the physical movements suitable for their emotion and intentions.
 - ① Skills to move bodies after looking at the models and to perform physical expressions according to tempo, rhythm and the atmosphere of music pieces.
 - ② Skills to perform physical expressions by combining various kinds of physical movements by listening to sounds and music.
 - ③ Skills to express according to their friends' movements.

B Appreciation

- a Each school shall provide instruction in order that pupils can acquire the following items through appreciation activities.
 - (a) To find out the value of music pieces and musical performance and listen to them while acquiring and making use of knowledge regarding appreciation.
 - (b) To understand the relationship between musical theme and rhythm and tempo, and the characteristics of melodies.

○2nd stage

(1) Objectives

- a Each school shall help students understand the relationship between names of music and atmosphere of music pieces and structure of music and acquire necessary skills of singing, instrumental music, music-making and physical expressions for musical expressions.
- b Each school shall enable students to have emotion and intention of desire to consider and represent musical expressions and to savor sounds and music while finding out the value of music pieces and musical

performance.

- c Each school shall enable students to actively get involved in sound and music, to become familiar with various kinds of music, and to foster the attitude to lead brightening and enriching lives by making use of musical experiences.

(2) Contents

A Expression

- a The following items shall be taught through singing activities.
 - (a) To devise the musical expression suitable for the atmosphere of music pieces and to have emotion and intention toward singing expression while acquiring and making use of the knowledge and skills for singing expression.
 - (b) To understand the following ㉑ and ㉒.
 - ㉑ Relationship between names of music and atmosphere of music and musical structure.
 - ㉒ Relationship between music themes and scenes and images that lyrics represent.
 - (c) To enable the students to acquire the skills of the following ㉓ to ㉕ necessary to sing in the way suitable for their emotion and intentions.
 - ㉓ Skills to sing with awareness of lyrics and rhythm, and sound pitch etc.
 - ㉔ Skills to sing with attention to breathing and pronunciation.
 - ㉕ Skills to sing a solo, in unison and trol simple tunes.
- b Through playing instruments, each school shall teach the contents in order that the students can acquire the following items.
 - (a) To devise the expressions suitable for the atmosphere of music pieces and to have emotion and intentions for playing instrument expression while acquiring and making use of the knowledge and skills for playing instrument expression.
 - (b) To understand the following ㉖ and ㉗.
 - ㉖ Relationship between themes of music and musical structure.
 - ㉗ Relationship between various tones of musical instruments and timbres as a whole.
 - (c) The skills of the following ㉘ to ㉚ necessary for expressions suitable for students' emotion and intentions shall be acquired.
 - ㉘ Skills to play instruments by looking at simple notations with attention to rhythm and tempo and tone.
 - ㉙ Skills to become aware of fundamental treatment of percussion and tuned instruments with attention to tones and timbre.
 - ㉚ Skills to play instruments according to rhythm and tempo by listening to the instruments played by friends and the accompaniment.
- c Through activities of music-making, each school shall teach the

contents in order that the students can acquire the following items.

- (a) To be able to perform the following ① and ② while acquiring and making use of the knowledge and skills for music-making.
 - ① Through improvising expressions, to acquire the ideas for music-making.
 - ② To have emotion and intentions toward constructing sounds into music.
- (b) Concerning the following items ① and ②, to develop ideas in connection with the fun produced by them.
 - ① Characteristics of timbre of various sounds and their combination.
 - ② Characteristics of ways to connect and overlap rhythm/pattern and short melodies.
- (c) To acquire the skills of the following ① and ② necessary for expressions that make use of students' ideas and suitable for their emotion and intentions.
 - ① Skills to select and combine sounds through improvised means based on established conditions.
 - ② Skills to create music by making use of musical mechanism.
- d Through activities of physical expressions, each school shall teach the contents in order that the students can acquire the following items.
 - (a) To sense the characteristics of rhythm and music themes and to have emotion and intentions regarding moving their bodies while acquiring and making use of knowledge and skills regarding physical expressions.
 - (b) To understand the following ① and ②.
 - ① Relationship between music themes and musical structure.
 - ② Relationship between names of music and lyrics and physical movement
 - (c) To acquire the skills of the following ① to ③ necessary for expressions by the physical movements suitable for their emotion and intentions.
 - ① Skills to express after looking at the models and to perform physical expressions according to tempo, rhythm of music pieces and music themes.
 - ② Skills to perform united expressions by combining various kinds of physical movements by listening to sounds and music.
 - ③ Skills to express by discussing about the movements with friends.

B Appreciation

- a Each school shall provide instruction in order that pupils can acquire the following items through appreciation activities.
 - (a) To find out the value of music pieces and musical performance and listen to them by savoring the music as a whole while acquiring and making use of knowledge regarding appreciation.
 - (b) To understand the relationship between musical theme and musical structure.

[Common items]

- (1) Each school shall provide instruction in order that students can acquire the following items through “A Expression” and “B Appreciation” of the 1st stage and 2nd stage.
 - a To perceive the relationship between what pupils have listened to and what they have sensed while listening to the elements that form music and being sensitive to their goodness, enjoyment and beauty which their functions create.
 - b To understand the elements that form music and the meaning of musical terms such as notes, rests, notational symbols in connection with their functions in music.

- 3 Designing teaching plans and dealing with the contents
 - (1) In designing the teaching plans, consideration should be given to the following:
 - a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the subject matters and the hours, toward cultivating their qualities/abilities that are fostered during such time. In doing so, by utilizing creative approaches/perspectives, while cooperating with others, each school shall enhance learning that value a series of process to think, judge and express, such as producing musical expressions and finding out the value of music by listening to it.
 - b Instruction shall be provided regarding “A Expression” a to d of (2) Objectives and Contents in connection with the items of (a) (b) and (c), regarding “B Appreciation” a in connection with the items of (a) and (b).
 - c [Common items] of (2) Objectives and Contents are the qualities/abilities commonly necessary for learning of Expression and Appreciation. Thus, each school shall devise to provide sufficient instruction in combination with instruction of items of “A Expression” and “B Appreciation” respectively.
 - d Each school shall provide instruction concerning “A Expression” a to d (a in the 1st stage) and “B Appreciation” a in connection with various areas and fields putting priority on [Common items] as required.
 - e The Japanese National Anthem “Kimi-ga-yo” shall be properly taught according to the period.
 - f In each stage, consideration shall be given to students’ developmental stage and chronological age.
 - (2) In handling of the contents of 2 Contents of each stage, consideration shall be given to the following items.
 - a Upon providing instruction of each stage, activities for physical movements shall be adopted in order that students can savor sense of unity with sounds and music in accordance with the goals of instruction.
 - b Upon providing instruction of each stage, each school shall devise the instruction aiming at communication by sounds and music and words. In doing so, consideration shall be given to the degree of students’ understanding of language and state of speaking/utterance etc. and computers and educational equipment shall be also used, as necessary.
 - c Consideration shall be given in order that pupils can independently be involved in sounds and music, and musical culture in their lives and

society in accordance with the actual state of pupils and schools and local communities, such as creating opportunities to develop their ideas about connection with musical activities within schools.

- d Each school shall enable pupils to sense the expressions of chords through ensembles and choruses. Additionally, emphasis shall be placed mainly on the primary chords, such as I, IV, V and V₇ in both major and minor pieces.
- e Upon providing instruction for Japanese music and folk songs, each school shall devise ways to provide instruction for pupils such as ways to present musical scores and sound sources etc. ways for accompaniment, ways to sing and play musical instruments suitable for music pieces in order that they can express and appreciate music pieces by sensing their goodness.
- f Instruction for singing of “A Expression” a of each stage shall be handled as follows.
 - (a) To use movable Do solmization appropriately in accordance with students’ actual state and learning situations and as required.
 - (b) Proper consideration shall be given to students whose voices are breaking in order that they can notice the changes in their voices accompanied by their growth.
- g Musical instruments of “A Expression” b shall be handled as follows.
 - (a) Percussion instruments for each stage shall include the musical instruments which students can play easily, xylophone, metallophone, traditional Japanese instruments and various instruments from other countries, from which selection is made with due consideration to pupils’ actual stage and developmental stage.
 - (b) Familiar instruments taken up in the 1st stage shall be selected among various percussion instruments, keyboard instruments etc. with due consideration to pupils’ actual stage and developmental stage.
 - (c) Tuned instruments taken up in the 2nd stage shall be selected from among the instrument used in previous stage and the keyboard instruments etc. with due consideration to pupils’ actual stage and developmental stage.
 - (d) Musical instruments used in ensemble shall be selected by making use of their characteristics in order that each part such as rhythm, melodies and chords can be played.
- h Instruction for music-making of “A Expression” c for each stage shall be handled as follows.
 - (a) Instruction shall be provided so that pupils acquire various creative musical ideas through musical games and improvisation, such as imitating rhythms and melodies or finding various sounds from their familiar things.
 - (b) Instruction shall be provided on what kind of music is created and how to create it by demonstrating concrete examples in accordance with students’ actual state.
 - (c) In line with the goals of instruction, advices shall be given on how to record the music created by pupils, as required. The ways to record such music shall be flexibly taught such as using charts and pictures.
 - (d) Each school shall use non-metrical rhythms, scales used in Japanese music and scales that are atonal in accordance with students’ actual state.

- i Instruction for “B Appreciation” shall be devised in order that pupils can express what they have noticed and sensed by moving their bodies, drawing on pictures and expressing by words.
- j “Elements that form music” indicated in [Common items] (1), a of 2 Objectives and Contents shall be taught as necessary by appropriately selecting the following (a) and (b) and connecting them in accordance with students’ developmental stage and the objectives for instruction.
 - (a) Elements that characterize music.
 - ① Timbre, rhythm, tempo, melody, dynamics, overlap of sounds, timbre of chords and scales, vertical relationships of pitches, beat and phrase etc.
 - (b) Musical structure
 - ① Repetition, Q & A, changes, vertical and horizontal relation of music etc.
- k “Notes, rests, other notational symbols and other musical terms” of [Common items] (1), b shall be taught with consideration with students’ actual state and learning situations.
- l The following shall be handled as singing materials.
 - (a) Songs relating to students’ daily lives in accordance with students’ chronological age and developmental stage.
 - (b) Various kinds of songs as main singing materials such as the ones that have been sung by solo and in unison including common materials of c for both stages.
 - (c) Common materials.
 - ① The common materials for the 1st stage are as follows:
 - “Usagi” (traditional Japanese song)
 - “Chatsumi” (Monbusho-shoka)
 - “Haru no Ogawa” (Monbusho-shoka) Teiichi Okano, words by Tatsuyuki Takano
 - “Fujisan” (Monbusho-shoka) words by Sazanami Iwaya
 - “Sakura Sakura” (traditional Japanese song)
 - “Tonbi” Tadashi Yanada, words by Shigeru Kuzuhara
 - “Makiba no Asa” (Monbusho-shoka) Eikichi Funabashi
 - “Momiji” (Monbusho-shoka) Teiichi Okano, words by Tatsuyuki Takano
 - ② The common materials for the 2nd stage are as follows:
 - “Koinobori” (Monbusho-shoka)
 - “Komoriuta” (traditional Japanese song)
 - “Ski no Uta” (Monbusho-shoka) Kunihiko Hashimoto, words by Ryuha Hayashi
 - “Fuyu-geshiki” (Monbusho-shoka)
 - “Etenraku-Imayo” (as far as the second verse of the lyrics) (traditional Japanese song) Jichin Osho

“Oborozukiyo” (Monbusho-shoka) Teiichi Okano, words by Tatsuyuki Takano

“Furusato” (Monbusho-shoka) Teiichi Okano, words by Tatsuyuki Takano

“Ware wa Uminoko” (as far as the third verse of the lyrics) (Monbusho-shoka)

- m The following shall be handled as materials for musical instruments.
 - (a) Familiar materials that are close to students and have appropriate relationship with the goals of instruction in accordance with students’ chronological age and developmental stage.
 - (b) Musical pieces as primary materials for musical instruments added by rhythm accompaniment and bass part including previously learned singing materials.
- n The following shall be handled as materials for music-making.
 - (a) Familiar materials that are close to students and have appropriate relationship with the goals of instruction in accordance with students’ chronological age and developmental stage.
- o The following shall be handled as materials suitable for physically expressing the characteristics of sounds and music.
 - (a) Familiar materials that are close to students and have appropriate relationship with the goals of instruction in accordance with students’ chronological age and developmental stage as primary ones, centering on the ones by which students can move their bodies by listening to sounds and music including previously learned singing materials and the ones for musical instruments.
- p The following shall be handled as materials for appreciation.
 - (a) Various kinds of musical pieces from which students can easily sense musical themes and imagine the scenes in accordance with students’ chronological age and developmental stage as primary materials for appreciation.
 - (b) Musical pieces from which students can easily sense the elements that form music and become aware of the atmosphere of music pieces and their musical structure.
 - (c) Musical pieces by various kinds of styles of musical performance from which pupils can easily listen to the characteristics of musical performance due to the difference of timbre of musical instruments and expression of human voices etc.

[Art and Design]

1 Objectives

Through activities in art expression and appreciation, by utilizing artistic approaches/perspectives, efforts shall be made as follows to foster the qualities/abilities necessary for the students to art and artistic culture and richness of spirit in life and society as follows.

- (1) To enable students to understand artistic viewpoint, to use materials and

tools according to what students want to express and to acquire the skills to devise.

- (2) Each school shall enable students to consider creative goodness, fun and beauty and what they want to express and ways to express, generate ideas and conceptions and to deepen their viewpoints and sensitivity by appreciating plastic arts and art works.
- (3) Each school shall foster the attitude to savor the joy of creative activities, to nurture feelings to love arts and to foster the attitude to lead enjoyable and rich lives and nurture a rich fund of aesthetic sensitivity.

2 Objectives and contents for each stage

○1st stage

(1) Objectives

- a To enable students to develop their ideas about artistic viewpoint, become familiar with ways to use the materials and tools and to foster the skills to devise representations.
- b To enable students to consider creative goodness, fun and beauty and what they want to express and ways to express, generate ideas and conceptions based on materials etc. and to extend their viewpoints and sensitivity by appreciating plastic arts and art works.
- c To enable students to enjoy working on the activities, to savor joy of creative activities and to foster the feelings to love art and the attitude to proactively create enjoyable lives.

(2) Contents

A Expression

- a Each school shall provide instruction in order that pupils can acquire the following items through the activities such as, based on what they have experienced and thought in their daily lives, considering what they want to express and ways to express, drawing, creating and decorating them.
 - (a) To have ideas about what students have experienced and thought, to consider what they want to express and ways to express and to generate ideas and conceptions.
 - (b) To become familiar with handling materials and tools, to devise ways according to what they want to express, and to use and express by choosing materials and tools.

B Appreciation

- a Through appreciation activities of students' own works and their familiar plastic works, such as artistic culture, each school shall teach the contents in order that the students can acquire the following matters.
 - (a) Through appreciation of production process of students' own works and their familiar plastic works, to enable students to develop their ideas about their goodness and fun and to widen their views and sensitivity.
 - (b) To enable students to become aware of difference in their impressions due to ways to express and materials etc. and to widen their views and sensitivity.

[Common items]

- a Through teaching of "A Expression" and "B Appraising", each school shall teach the contents in order that the students can acquire

the following matters.

- (a) To get to know the characteristics of shapes and colors, materials and light.
- (b) To hold image from characteristic features of art.

○2nd stage

(1) Objectives

- a To enable students to understand artistic viewpoint, to acquire ways to handle materials and tools and acquire the skills to devise diversified ways to express.
- b Based on their experiences, imaginations and materials etc., to enable students to generate ideas and conception, to become familiar with own works and their familiar plastic works and to deepen their viewpoints and sensitivity.
- c To enable students to independently work on artistic creative activities, to savor joy of creative activities, to enhance love of art, and to develop the attitude to lead heartfelt lives.

(2) Contents

A Expression

- a Each school shall provide instruction in order that students can acquire the following items through activities for considering, drawing, creating and decorating of what they want to express and ways to express, based on their experiences, imaginations and materials etc.
 - (a) To help students consider what they want to express and ways to express and generate ideas and conception based on their experiences, imaginations and materials etc.
 - (b) To help students acquire ways to handle materials and tools, to make use of characteristics of materials and tools according to what they want to express and to express them in a planned manner by combining them.

B Appreciation

- a Through appreciation activities of their own works and artistic works etc., each school shall teach the contents in order that the students can acquire the following matters.
 - (a) Through appreciation of their own works and artistic works etc., to help students perceive their goodness and fun, and beauty, and to deepen their own viewpoints and sensitivity.
 - (b) To help students grasp the differences in ways to express and characteristics due to materials and to deepen their own viewpoints and sensitivity.

[Common items]

- a Through teaching of “A Expression” and “B Appraising” , each school shall teach the contents in order that the students can acquire the following matters.
 - (a) To help students understand the characteristics of shapes and colors, materials and light.
 - (b) To help students grasp image from characteristic features of art.

3 Designing teaching plans and dealing with the contents

- (1) In designing the teaching plans, consideration should be given to the following:
 - a Each school shall make efforts to realize students' proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the subject matters and the hours, toward cultivating their qualities/abilities that are fostered during such time. In doing so, by utilizing creative approaches/perspectives, each school shall enhance learning that mutually relate qualities and abilities of expression and appreciation.
 - b In teaching "B Appreciation" of 2 Contents, care shall be taken to ensure that the content is linked to that "A Expression".
 - c [Common items] of 2 Contents for each stage are the qualities/abilities commonly necessary for learning of Expression and Appreciation. Thus, each school shall devise to provide sufficient instruction in combination with instruction of "A Expression" and "B Appreciation".
 - d In teaching "A Expression", the activities to jointly create as appropriate shall be taken up.
 - e In teaching "B Appreciation", each school shall establish the opportunities to share such as interacting with the persons around them on what pupils have sensed and thought.
 - f Upon teaching 2 Contents of "B Appraising" of each stage, in accordance with the actual state of students and schools, each school shall collaborate with local communities such as making use of local art museums etc. Additionally, each school shall also enable the students to make use of books for appreciation and video materials etc. in school libraries etc.
- (2) In handling of the contents of 2 Contents of each stage, consideration shall be given to the following items.
 - a Concerning "A Expression", usage of materials and tools shall be taught, and thorough attention shall be paid to accident prevention by inspecting the places for activities in advance such as inspecting places for activities in advance.
 - b A wide range of learning activities and ways of expression shall be made available so that the personality of each individual student can be developed.
 - c In teaching "A Expression", each school shall enable students to perform activities while respecting their emotion that they want to realize in the entire process of such activities, to find their own goodness and possibilities and to foster the attitude to proactively create enjoyable and rich lives.
 - d In each activity, each school shall help pupils acknowledge and respect strengths and personality each other.
 - e Each school shall provide instruction in order that students can understand and make use of what they have learned through leaning of "A Expression" and "B Appreciation" in their lives and society and handle works and tools etc. carefully.
 - f In order to extend the possibility of artistic expression, each school shall endeavor to actively make use of visual media such as photos/video/computer etc.
 - g Concerning materials, local materials that are familiar with pupils shall be taken up for teaching.
 - h Works of art shall be displayed at appropriate points in schools and

consideration shall be given in order that they can appreciate them in the course of ordinary school lives. Additionally, opportunities to display pupils' works outside schools shall be created in accordance with the actual state of schools and local communities.

[Health and Physical Education]

1 Objectives

By utilizing point of approaches/perspectives of physical education and health, noticing problems, through learning process toward resolution of such problems, considering physical and mental aspects in an integrated manner, each school shall enable students to develop qualities and abilities to enjoy physical exercise throughout their lives and to help them cultivate practical abilities for maintenance and improvement of health and continue appropriate attitude towards leading a happy and rich sports life.

- (1) Each school shall enable students to understand the skills etc. according to the characteristics of various kinds of exercises and health/safety in individual life and social life, and to acquire the fundamental skills.
- (2) Each school shall enable students to find the problems of themselves regarding various kinds of exercises and health/safety, to actively think and make decisions toward solution and convey to others.
- (3) Each school shall enable students to foster the attitude to lead bright, rich and active life aiming at becoming familiar with exercise throughout their lives and maintaining health and improving their physical power.

2 Objectives and contents for each stage

○1st stage

(1) Objectives

- a To enable students to experience the fun and pleasure of various kinds of physical activities, to understand the ways according to their characteristics, growth/development of their bodies and prevention of injuries, ways to prevent diseases etc. and to acquire the skills for fundamental movements.
- b To enable students to find problems of themselves for various kinds of exercises and healthy lives and to foster the ability to convey what they have considered and devised for their solution to others.
- c To enable students to foster the attitude to actively work on various kinds of exercises, to observe rules and simple rules for sports, to cooperate with their friends, to pay attention to safety of the places and tools and enjoy exercises to the end. Additionally, to enable students to pay attention to health/safety and to actively work on maintenance/improvement of health.

(2) Contents

A Physical fitness

Each school shall teach the contents in order that the students can acquire the following matters regarding physical fitness.

- a To enable students to experience the fun and comfort of moving their bodies and to find out ways and methods thereof, to actively communicate with their friends and to exercise to enhance the ability to maintain the movement, through exercise for releasing the body and the one for enhancing physical fitness.

- b To enable students to find problems of themselves for releasing the body and the one for enhancing physical fitness and to foster the ability to convey to others that they have considered and devised activities for their solution.
- c To enable students to willingly work on exercise for releasing the body and enhancing physical fitness, to observe rules, to cooperate with friends, to pay attention to safety of the places and tools and to enjoy exercises to the end.

B Apparatus gymnastics

Each school shall provide instruction in order that pupils can acquire the following items regarding apparatus gymnastics.

- a To enable students to experience the fun and joy of the exercises that use apparatus and equipment, to find out the ways to perform them and to acquire the fundamental movements and skills.
- b To enable students to find problems of themselves for the exercises that use apparatus and equipment and to foster the ability to convey to others that they have considered and devised activities for their solution.
- c To enable students to willingly work on exercise for the exercises that use apparatus and equipment, to observe rules, to cooperate with friends, to pay attention to safety of the places and apparatus/equipment and to enjoy exercises to the end.

C Track and field

Each school shall provide instruction in order that pupils can acquire the following items regarding track and field.

- a To enable students to experience the fun and joy of exercise of track and field, to find out the ways to perform them and to acquire the fundamental movements and skills.
- b To enable students to find problems of themselves for track and field and to foster the ability to convey to others that they have considered and devised activities for their solution.
- c To enable students to willingly work on exercise for track and field, to observe rules, to cooperate with friends, to pay attention to safety of the places and tools and to enjoy exercises to the end.

D Swimming

Each school shall provide instruction in order that pupils can acquire the following items regarding swimming.

- a To enable students to experience the fun and joy of primary swimming, to find out the ways to perform them and to acquire the fundamental movements and skills.
- b To enable students to find problems of themselves for primary swimming and to foster the ability to convey to others that they have considered and devised activities for their solution.
- c To enable students to willingly work on primary swimming, to observe rules, to cooperate with friends, to pay attention to safety of the places and tools and to enjoy exercises to the end.

E Ball games

Each school shall provide instruction in order that pupils can acquire the following items regarding ball games.

- a To enable students to experience the fun and joy of ball games, to find out the ways to perform them, to acquire the fundamental movements and skills and to play simplified games.
- b To enable students to find problems of themselves for ball games and to foster the ability to convey to others that they have considered and devised activities for their solution.
- c To enable students to willingly work on ball games, to observe rules, to cooperate with friends, to pay attention to safety of the places and tools and to enjoy exercises to the end.

F Budo

Each school shall provide instruction in order that pupils can acquire the following items regarding Budo.

- a To enable students to experience the fun of Budo, to find out the ways and traditional approaches, and to perform simple offense and defense by making use of basic movements and basic skills.
- b To enable students to find problems of themselves for Budo, to foster the ability to convey to others that they have considered and devised activities for their solution.
- c To enable students to willingly work on Budo, to observe rules and traditional activities, to cooperate with friends, to pay attention to safety of the places and tools and to enjoy exercises to the end.

G Dance

Each school shall provide instruction in order that pupils can acquire the following items regarding dance.

- a To enable students to experience the fun and comfort of Budo, to understand the ways for dance, and to acquire the fundamental movements and skills for dance, and to express themselves and dance.
- b To enable students to find problems of themselves for dance and to convey to others that they have considered and devised activities for their solution.
- c To enable students to actively work on dance, to recognize their friends' movements and cooperate with them, to pay attention to safety of the places and tools and to enjoy exercises to the end.

H Health

Instruction shall be provided in order to acquire the following items concerning the necessary things for health/safety.

- a To enable students to find out growth/development of body, injury prevention and prevention of disease etc. and to acquire the fundamental knowledge and skills.
- b To enable students to find problems of for their own health/safety and to convey to others that they have considered and devised activities for their solution.

o2nd stage

(1) Objectives

- a To enable students to savor the fun and pleasure of various kinds of physical activities, to understand the ways according to their

characteristics, growth/development of their bodies and prevention of injuries, ways to prevent diseases etc. and to acquire the skills for fundamental movements.

- b To enable students to find problems of themselves and groups for various kinds of exercises and healthy lives and to foster the ability to convey what they have considered and devised for their solution to others.
- c To enable students to foster the attitude to actively work on various kinds of exercises, to observe rules and simple rules for sports, to help each other with their friends, to pay attention to safety of the places and tools and enjoy exercises by doing their best. Additionally, to enable students to pay attention to health/safety and to actively work on maintenance/improvement of health.

(2) Contents

A Physical fitness

Each school shall teach the contents in order that the students can acquire the following matters regarding physical fitness.

- a To enable students to savor the fun and comfort of moving their bodies and to understand ways and methods thereof, to actively communicate with their friends and to exercise to enhance the ability to maintain the movement, through exercise for releasing the body and the one for enhancing physical fitness.
- b To enable students to find problems of themselves and groups for releasing the body and the one for enhancing physical fitness and to foster the ability to convey to others that they have considered with their friends and devised activities for their solution.
- c To enable students to actively work on exercise for releasing the body and enhancing physical fitness, to observe rules, to help each other with their friends, to pay attention to safety of the places and tools and to perform exercises by showing their strength.

B Apparatus gymnastics

Each school shall provide instruction in order that pupils can acquire the following items regarding apparatus gymnastics.

- a To enable students to savor the fun and joy of apparatus gymnastics, to understand the ways to perform them and to acquire the fundamental skills.
- b To enable students to find problems of themselves and groups for apparatus gymnastics and to foster the ability to convey to others that they have considered with their friends and devised activities for their solution.
- c To enable students to actively work on exercise for apparatus gymnastics, to observe rules, to help each other with friends, to pay attention to safety of the places and apparatus/equipment and to perform exercises by showing their strength.

C Track and Field

Each school shall provide instruction in order that pupils can acquire the following item relating to track and field.

- a To enable students to savor the fun and enjoy of track and field, to understand the ways to perform them and to acquire the fundamental skills.
- b To enable students to find problems of themselves and groups for track and field and to foster the ability to convey to others that they have considered with their friends and devised activities for their solution.

- c To enable students to actively work on track and field, to observe rules, to help each other with friends, to pay attention to safety of the places and apparatus/equipment and to perform exercises by showing their strength.

D Swimming

Each school shall provide instruction in order that pupils can acquire the following items relating to swimming.

- a To enable students to savor the fun and enjoy of swimming, to understand the ways to perform them and to acquire the fundamental skills.
- b To enable students to find problems of themselves and groups for swimming and to foster the ability to convey to others that they have considered with their friends and devised activities for their solution.
- c To enable students to actively work on swimming, to observe rules, to help each other with friends, to pay attention to safety of the places and apparatus/equipment and to perform exercises by showing their strength.

E Ball games

Each school shall provide instruction in order that pupils can acquire the following items relating to ball games.

- a To enable students to savor the fun and enjoy of ball games, to understand the ways to perform them, to acquire the fundamental skills and to play simplified games.
- b To enable students to find problems of themselves and groups for ball games and to foster the ability to convey to others that they have considered with their friends and devised activities for their solution.
- c To enable students to actively work on ball games, to observe rules, to help each other with friends, to pay attention to safety of the places and apparatus/equipment and to perform exercises by showing their strength.

F Budo

Each school shall provide instruction in order that pupils can acquire the following items regarding Budo.

- a To enable students to experience the pleasure and joy of Budo, to understand the ways and traditional approaches, and to deploy simple offense and defense by making use of basic movements and basic skills.
- b To enable students to find problems of themselves and groups for Budo, to foster the ability to convey to others that they have considered with their friends and devised activities for their solution.
- c To enable students to actively work on Budo, to observe rules and traditional activities, to help each other with their friends, to pay attention to safety of the places and tools and to perform exercises by showing their strength.

G Dance

Each school shall provide instruction in order that pupils can acquire the following items regarding dance.

- a To enable students to savor the fun and joy of dance, to understand the ways for dance, and to acquire the fundamental movements and skills for dance, and to express themselves and dance.
- b To enable students to find problems of themselves for dance and to convey to others that they have considered with their friends and devised activities for their solution.
- c To enable students to actively work on dance, to recognize their friends' movements and help each other with them, to pay attention to safety of the places and tools and to perform exercises by showing their

strength.

H Health

Each school shall provide instruction in order that pupils can acquire the following items regarding health/safety.

- a To enable students to understand growth/development of body, injury prevention and prevention of disease etc. and to acquire the fundamental knowledge and skills.
- b To enable students to find problems of for their own and their groups' health/safety and to convey to others that they have considered with their friends and devised activities for their solution.

3 Designing teaching plans and dealing with the contents

(1) In designing the teaching plans, consideration should be given to the following:

- a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents for each stage, toward cultivating students' qualities/abilities that are fostered during such time. In doing so, by utilizing approaches/perspectives of physical education, each school shall enhance the activities to help students notice their own problems regarding play and exercise and health and to select and devise ways to solve such problems in accordance with individual students' state of disabilities etc. Additionally, attention shall be paid in order that students can savor the joy and pleasure in exercise and realize the importance of health.
- b "A Physical fitness" and "G Health" shall be handled over the period of three years.

(2) In handling of the contents listed in 2 Contents of each stage, consideration shall be given to the following:

- a It is necessary to consider the actual state of schools and local communities. Thus, each school shall device to provide teaching corresponding to the state of individual students' disabilities etc., their experiences of play and exercise and the degree of their skills and to enable students to perform activities aiming at solving problems of their play and exercise by themselves.
- b Each school shall devise teaching for the students that they are not good at exercise and the ones that are unwilling to engage in exercise.
- c Each school shall devise teaching to connect the contents from "A Physical fitness" to "G Dance" with the ones of "H Health".
- d "E Ball games" shall be dealt with while being more conscious of groups as well as individual abilities.
- e Regarding "F Budo", in the case when it is difficult to secure martial arts areas and the tools for Budo, each school shall device for teaching Budo. Additionally, full attention shall be paid for safety.
- f Attention shall be paid that snow games, games on ice, skiing, skating and playing on the beach in natural surroundings shall be actively taught in accordance with students' state of disabilities etc. and the actual state of schools and local communities etc.
- g Each school mention significance and necessity of exercises and sports,

such as respecting fair plays, according students' developmental stage, in connection with the Olympics/Paralympics. Additionally, each school shall deal with various ways of involvement, such as “performing”, “recognizing”, “observing” and “supporting” etc. of games.

[Vocation/Home Economics]

1 Objectives

By utilizing approaches/perspectives of everyday life through the practical/experiential learning activities relating to lives and vocation, each school shall make efforts as follows to foster the qualities/abilities for realizing better lives.

- (1) Each school shall enable students to deepen understanding the matters relating to lives and vocations and to acquire the skills relating to future family lives and vocational lives.
- (2) Each school shall make efforts to cultivate the abilities for problem-solving by finding essential matters for future family lives and vocational lives, establishing their problems, exploring solutions, evaluating/improving the practices and expressing their thoughts.
- (3) Each school make efforts to cultivate the practical attitude to devise and consider their lives for realization of better future family lives and vocational lives.

2 Objectives and contents for each stage

○1st stage

(1) Objectives

Vocational field

By utilizing approaches/perspectives of vocation through the practical/experiential learning activities relating to works and practical training, each school shall make efforts as follows to foster the qualities/abilities to devise for realizing better lives.

- a To help students become interested in vocation and to acquire basic knowledge and skills relating to future vocational lives.
- b To enable students to experience the necessary matters for future vocational lives and to cultivate the basis of ability for problem-solving such as, to become aware of and to perform their problems and solutions, and to convey what they have learned.
- c To enable students to foster the attitude to actively devise their lives toward realization of future vocational lives.

Home economics field

By utilizing approaches/perspectives of everyday life through the practical/experiential learning activities relating to food, clothing and housing, each school shall make efforts as follows to foster the qualities/abilities to devise for realizing better lives.

- a To help students become aware of their roles in their families and to aim at basic understanding of families/homes, food, clothing and housing, daily consumption and environment etc. and acquiring relevant skills.

- b To help students to deal with necessary matters for family lives and develop the foundation of ability to solve problems in their daily lives, such as to find out problems and solutions, to practice and convey what they have learned.
- c To help students to cultivate the proactive attitude to devise their lives for realization of better lives through interaction with their family members and local people.

(2) Contents

Vocation field

A Vocational lives

a Meaning of labor

Each school shall provide instruction in order that pupils can acquire the following items relating to work and practical training etc. by becoming interested in working.

- (a) To help students get to know purposes of labor.
- (b) To help students work on labor with motivation and anticipation and find out their roles.
- (c) To help students acquire accomplishment in work and practical training etc.

b Vocation

Each school shall provide instruction in order that students can acquire the following items through learning activities to think about and experience the matters relating to vocation.

- (a) The following shall be considered regarding the knowledge and skills relating to vocation.
 - Ⓐ To get to know necessary knowledge and skills for vocational lives.
 - Ⓑ To get to know about social mechanism to support vocational lives etc.
 - Ⓒ To get to know fundamental skills relating to ways for handling of materials and living things etc. to grow and production and growing activities etc.
 - Ⓓ To find out the work task and get used to ways for handling the tools and machines etc. to be used.
 - Ⓔ To acquire durability and dexterity etc. of work.
- (b) The following shall be considered regarding the abilities to think, to make decisions and express themselves etc. necessary for vocational life.
 - Ⓐ To find out the relationship between the matters relating to vocation and the contents to be worked on upon work and practical training.
 - Ⓑ To find out and devise safety and sanitation upon working.
 - Ⓒ To become aware of health management necessary for vocational lives.

B Make use of information device

Through learning activities relating to handling of information device such as computers etc. used in vocational life, each school shall teach the contents in order that the students can acquire the following matters.

- a To help students get to know primary ways to operate information device such as computers etc.
 - b To help students convey to others what they have experienced by handling information device such as computers etc.
- C Practical training in industry sites etc.
- Through practical training, each school shall teach the contents in order that the students can acquire the following matters.
- a To become interested in and check the matters relating vocations and their career course after graduation.
 - b To find out and convey to others the matters relating to vocation and vocational lives and career course.

Home economics field

- A Family/domestic life
- a Growth of students themselves and their families
Each school shall provide instruction in order that students can acquire the following items through learning activities relating to finding out their own growth and their family members.
 - (a) To help students get to know importance of domestic life while reflecting their own growth.
 - (b) To help students cherish feeling to respect their family members, to find out better relationship with their family members through interaction with them, and to convey the afore-mentioned to others.
 - b Domestic life and roles
Each school shall provide instruction in order that students can acquire the following items through learning activities relating to their roles at home.
 - (a) To help students become interested in and get to know their roles at home and relationship with local communities.
 - (b) To help students find out the necessary things in domestic lives and their roles and to convey these to others.
 - c Leisure in domestic life
Each school shall provide instruction in order that students can acquire the following items through learning activities relating to ways to spend leisure time at home.
 - (a) To help students get to know health and various ways to spend leisure time and to proactively put these into practice.
 - (b) To help students become aware of and devise desirable living environment and health and various ways to spend leisure time.
 - d Lives with infants and families
Each school shall provide instruction in order that students can acquire the following items through learning activities relating to contact with infants.
 - (a) To help students get to know the characteristics of infants and ways to spend time with them.
 - (b) To help students become aware of accurate ways to contact with infants and to convey these to others.

- B Food, clothing and housing in life
- a Role of daily meals
- Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to becoming aware of ways of having daily meals and significance of meals.
- (a) To help students get to know healthy lives and the roles of meals.
- (b) To help students become aware of significance of having appropriate amount of enjoyable meals and to convey this to others.
- b Basics in cooking
- Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to preparing meals by using necessary food materials.
- (a) To help students get to know simple ways and procedures of cooking and learn to do these.
- (b) To help students consider simple cooking plans.
- c Wearing and caring for clothing
- Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to ways of wearing and caring for clothes.
- (a) To help students get to know ways of wearing and caring for daily wear according to the scenes and to actively put these into practice.
- (b) To help students become aware of and devise ways of wearing and caring for daily wear.
- d Comfortable housing
- Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to tidying up their belongings and house cleaning.
- (a) To help students get to know primary functions of housing and ways to tidy up and clean and to actively put these into practice.
- (b) To help students become aware of and devise ways to live according to changes of seasons and to tidy up and clean.
- C Daily consumption/environment
- a Daily consumption
- Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to mechanism of shopping and ways to select necessary goods.
- (a) To help students get to know ways to select necessary goods, shopping and spending money in a planned manner and to actively practice them.
- (b) To help students select necessary goods and to try to use goods carefully.
- b Environment-friendly lives
- Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to becoming environment-friendly in their familiar lives.
- (a) To help students get to know ways to use goods environment-friendly in their familiar lives and put these into practice.

- (b) To help students consider and devise ways to use goods environment-friendly in their familiar lives.

○2nd stage

(1) Objectives

Vocation field

By utilizing approaches/perspectives of vocation through the practical/experiential learning activities relating to works and practical training, each school shall make efforts as follows to foster the qualities/abilities to devise for realizing better lives.

- a To help students increase interest in vocation and to acquire basic knowledge and skills relating to future vocational lives.
- b To enable students to find out the necessary matters necessary for future vocational lives, to establish problems and to cultivate the basis of ability for problem-solving such as, to consider and put into practice solutions, to reflect what they have learned and to represent what they have learned.
- c To enable students to foster practical attitude to actively devise their lives toward realization of future vocational lives.

Home economics field

By utilizing approaches/perspectives of everyday life through the practical/experiential learning activities relating to food, clothing and housing, each school shall make efforts as follows to foster the qualities/abilities to devise for realizing better lives.

- a To help students understand their roles in their families and to aim at basic understanding of families/homes, food, clothing and housing, daily consumption and environment etc. and acquiring relevant skills.
- b To enable students to consider the necessary matters necessary for domestic lives, to establish problems and to cultivate the basis of ability for problem-solving such as, to consider and put into practice solutions, to reflect what they have learned and to represent what they have learned.
- c To help students to cultivate the practical attitude to devise their lives for realization of better lives through interaction with their family members and local people.

(2) Contents

Vocation field

A Vocational lives

a Meaning of labor

Each school shall provide instruction in order that pupils can acquire the following items relating to work and practical training etc. to be worked on by increasing motivation and interest in cooperation with others.

- (a) To help students understand purposes of labor.
- (b) To help students work on labor with motivation and anticipation and consider the relationship between others and them and their roles.
- (c) To help students acquire accomplishment in work and practical

training etc. and willingly work on these.

b Vocation

Each school shall provide instruction in order that students can acquire the following items through learning activities to deepen their thought about and experience the matters relating to vocation.

(a) The following shall be considered regarding the knowledge and skills relating to vocation.

① To understand necessary knowledge and skills for vocational lives.

② To understand social mechanism to support vocational lives etc.

③ To understand fundamental skills relating to ways for handling of materials and living things etc. to grow and production and growing activities etc.

④ To find out the work task and understand ways for handling the tools and machines etc. to be used.

⑤ To acquire reliability, durability and dexterity etc. of work.

(b) The following shall be considered regarding the abilities to think, to make decisions and express themselves etc. necessary for vocational life.

① To consider and present the relationship between the matters relating to vocation and the contents to be worked on upon work and practical training.

② To consider and devise safety and sanitation and effectiveness of work upon working.

③ To consider health management necessary for vocational lives.

B Make use of information device

Through learning activities relating to handling of information device such as computers etc. used in vocational life and social life, each school shall teach the contents in order that the students can acquire the following matters.

a To help students get to know primary ways to operate information device such as computers etc. and get used to handle such device.

b To help students represent what they have experienced information by handling information device such as computers etc. and their thought.

C Practical training in industry sites etc.

Through practical training, each school shall teach the contents in order that the students can acquire the following matters.

a To enable students to investigate and understand the matters relating to vocations and their career course after graduation.

b To enable students to consider and preset the matters relating to vocation and vocational lives and career course and their growth etc.

Home economics field

A Family/domestic life

a Growth of students themselves and their families

Each school shall provide instruction in order that students can acquire the following items through learning activities relating to their own

growth and their family members and domestic lives.

(a) To help understand importance of domestic life by reflecting their own growth.

(b) To help students cherish feeling to respect their family members, to consider and represent better relationship with their family members through interaction with them.

b Domestic life and roles

Each school shall provide instruction in order that students can acquire the following items through learning activities relating to their roles in domestic lives.

(a) To help students investigate and understand their roles at home and relationship with local communities.

(b) To help consider and represent their roles relating to the necessary things in domestic lives as members of their families.

c Leisure in domestic life

Each school shall provide instruction in order that students can acquire the following items through learning activities relating to ways to spend leisure time in domestic lives.

(a) To help students understand and put into practice health management and ways to spend leisure time.

(b) To help students consider and represent desirable living environment and health management and ways to spend leisure time suitable for them.

d Connection with family members and local people

Each school shall provide instruction in order that students can acquire the following items through learning activities relating to contact with their family members and communication with local people.

(a) To help students investigate and understand lives in local communities and local activities.

(b) To help students become interested in contact with their family members and lives in local communities and become aware of and represent the relationship between their family members and local people and local activities.

B Food, clothing and housing in life

a Role of daily meals

Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to device to have enjoyable meals.

(a) To help students understand healthy lives and importance of roles played by meals and daily meals.

(b) To help students consider and represent significance of having appropriate amount of enjoyable meals and to convey this to others.

b Nutritionally balanced meals.

Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to consideration of nutritionally balanced meals.

- (a) To help students become interested in, understand and put into practice essential nutrition for their bodies.
- (b) To help become aware of nutritionally balanced meals and devise the menus etc.

c Basics in cooking

Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to ways to prepare meals and cook.

- (a) To help students understand necessary amount of materials for and procedures of cooking.
- (b) To help students devise procedures and ways of cooking according to cooking plans.

d Wearing and caring for clothing

Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to ways of caring for and cleaning clothes.

- (a) To help students understand and put into practice proper use of their daily wear and ways of caring for it.
- (b) To help students consider and devise comfortable ways of wearing daily wear and ways of caring for it.

e Comfortable and safe housing

Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to tidying up and cleaning of house.

- (a) To help students understand and put into practice comfortable ways of housing and safety.
- (b) To help students become aware of and devise ways to live according to changes of seasons.

C Daily consumption/environment

a Daily consumption

Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to considering daily consumption.

- (a) To help students understand and put into practice selection of and ways to handle necessary goods.
- (b) To help students select necessary goods and use goods carefully.

b Environment-friendly lives

Each school shall provide instruction in order that pupils can acquire the following items through learning activities relating to the relationship between their own lives and environment.

- (a) To help students understand and put into practice the relationship with environment in their familiar lives and ways to use environment-friendly good.
- (b) To help students consider the relationship with environment and environment-friendly ways to use goods and devise ways to use goods in their familiar lives.

- 3 Designing teaching plans and dealing with the contents
 - (1) In designing the teaching plans, consideration should be given to the following:
 - a Each school shall make efforts to realize proactive, interactive and authentic learning, in the context of anticipating the integration of the contents such as the units and subject matters and the hours, toward cultivating their qualities/abilities that are fostered during such time. In doing so, each school shall help deepen understanding by mutually connecting experiential activities such as work and practical training etc. and knowledge.
 - b Concerning the objectives/contents for each stage indicated in vocation field and home economics field, each school shall make efforts for mutual connection between both fields and plan appropriately in order that they are comprehensively developed. In doing so, in anticipation of connection with Subjects etc. in elementary department including Living Environment Studies, focusing on the connection with other Subjects etc. in lower secondary department and learning of vocation, home economics and information etc., each school shall systematically plan such instruction.
 - c Based on promotion of career development for individual student, each school shall make efforts to provide organizational and systematic teaching such as handling of their way of living in the future etc., in order that students can foster desirable work views and career views according to students' developmental stages, independently select the career course by considering their own way of living.
 - d Each school shall make effort for collaboration with local communities and industries and adopting of actual learning activities and working experiential activities, and practical training etc. in a planned manner. Regarding practical training in industry sites etc., each school shall give consideration to provide step-by-step and systematic teaching in connection with work and working experiential activities etc. in schools.
 - (2) In handling of the contents listed in 2 Contents of each stage, consideration shall be given to the following:
 - a Upon teaching practical training, each school shall give consideration to safety/hygiene management of facilities/equipment, organize learning environment and provide thorough teaching for handling fire, tools and materials etc. and accident prevention. In doing so, each school shall make efforts to secure safety/hygiene by having students wear appropriate clothes and protective goggles/dust protective mask etc.
 - b Vocation field

In handling of the contents of vocation field, the following items shall be considered.

 - (a) Each school shall enhance practical/experiential learning activities in order that students can learn fundamental knowledge and skills, foster concepts through deep understanding and realize joy of work and accomplishment of work.
 - (b) Each school shall make efforts to enhance problem-solving learning and to collaborate with homes and local communities in order that students can make use of learned knowledge and skills in their lives.

- (c) Consideration shall be given in order that teaching will be provided focusing on formation of practical knowledge and skills and attitude to work in leading vocational lives and domestic lives.
- (d) Regarding leisure necessary for vocational lives, each school shall provide specific teaching in connection with students' domestic lives.
- (e) Regarding "B Making use of information device", each school shall provide teaching by paying attention to handling of information device in students' domestic lives.

C Home economics field

In handling of the contents of home economics field, the following items shall be considered.

- (a) Teaching relating to food shall contribute to enrichment of food education in accordance with the characteristics of home economics.
- (b) Regarding learning outside schools such as contact with infants, full attention shall be paid to consideration the other parties along with careful planning such as measures to prevent accidents and countermeasures on the occurrence of accidents etc.
- (c) Attention shall be paid to safety/hygiene regarding food to be used for cooking. Additionally, consideration shall be given to food allergy.

[Foreign Languages]

1 Objectives

By utilizing approaches/perspectives of communication by means of foreign languages, through language activities to experience sounds by foreign languages and their basic expressions, efforts shall be made as follows to foster the qualities/abilities as the basis of communication for the students.

- (1) Through experiential activities by using foreign languages, each school shall help students have interest/concerns in foreign languages that students experience in their familiar lives and accustom and familiarize sounds by foreign languages and their basic expressions.
- (2) Each school shall enable students to mutually convey their thoughts and feelings regarding their familiar and simple matters by listening to and speaking in foreign languages.
- (3) Each school shall enable students to get to know foreign languages and their diversified background culture through foreign languages and to cultivate the attitude to actively communicate with others while giving consideration to others.

2 Contents

[English]

[Knowledge and skills]

(1) Matters relating to characteristics of English

Through language activities in the scenes and situations where students actually use English, each school shall teach the contents in order that they can acquire the following matters.

- a To help students accustom and familiarize English sounds and basic expressions.
 - (a) To help students actively listen to English sound, imitate the sounds and speak English.
 - (b) To help students perceive that English sounds and characters also have

the functions to represent the contents of objects and convey important things.

- (c) To help students get to know the contents that basic expressions and words and phrases represent and perceive that they can convey the contents by using them.
 - b To help students accustom and familiarize Japanese and foreign language and culture.
 - (a) To help students get to know the differences between Japanese and foreign lives, habits and events through experiential activities.
 - (b) To help students actively what the other parties say and answer them by nodding, expression sand gestures through interactive activities.
- [Ability to think, to make judgements, and express themselves etc.]
- (2) Matters relating to formulate thoughts while organizing information, to express and interact. Through establishing concrete problems and representing information and thoughts according to purposes and scene and situations to communicate, each school shall teach the contents in order that the students can acquire the following matters.
 - a To enable students to consider what they want to convey and to communicate them each other by using simple words and basic expressions etc.
 - b To enable students to devise questions concerning simple matters in their daily lives in order to convey their thoughts and feelings and answer questions.
 - (3) Matters relating to language activities and functions of language
 - ① Matters relating to language activities
 - The matters indicated in (2) shall be taught, for example, through language activities as follows by making use of the matters indicated in (1).
 - a Listening
 - (a) Activities to connect with characters by listening to pronunciation of characters.
 - (b) Activities to listen to simple English relating to familiar and concrete matters and to connect the contents represented by them with illustrations and photos.
 - (c) Activities to respond to greetings and simple indications.
 - b Speaking [presentation]
 - (a) Activities to express students' names, ages and preferences etc. by making use of simple words and fundamental expressions.
 - (b) Activities to express the state and situations of familiar concrete objects by making use of simple words and fundamental expressions, and gestures etc.
 - c Speaking [exchange]
 - (a) Activities to exchange simple greetings.
 - (b) Activities to mutually convey students' thoughts and feelings such s their preferences and requests etc. while showing concrete objects to other parties.

(c) Activities to respond to simple questions spoken slowly by English words or gestures and movements etc.

d Writing

(a) Activities to write characters that represent students' familiar objects.

(b) Activities to copy their names while referring to examples.

e Reading

(a) Activities to find characters and words that are used around students.

(b) Activities to read characters used for names of Japanese and names of places written by English.

② Matters relating to functions of language

Upon conducting language activities, language-use situations and functions of language shall be mainly taken up as follows in conducting language activities.

a Examples of language-use situations

(a) Situations where fixed expressions are often used:

- ① Greetings
- ② Self-introductions
- ③ Shopping
- ④ Having meals etc.

(b) Situations relating to students' everyday lives

- ① Games
- ② Singing and dance
- ③ Learning and activities in schools
- ④ Domestic lives etc.

b Examples of functions of languages

(a) Facilitating communication:

- ① Greetings
- ② Giving nods

(b) Expressing emotions:

- ① Expressing gratitude
- ② Praising etc.

(c) Prompting other parties to action

- ① Asking questions etc.

[Other Foreign Languages]

Teaching for foreign languages other than English shall follow the teaching of [English] of 2 Contents of foreign languages.

3 Designing teaching plans and dealing with the contents

(1) As the subject of Foreign language instruction, English shall be selected for completion the subject in principle.

(2) In designing teaching plans, the following shall be considered.

a Anticipating cohesiveness of the contents such as unit or theme etc. and time, for development of the qualities/abilities to be fostered during such

time, each school shall make efforts for realization of self-motivated/interactive and deep learning. In doing so, by utilizing approaches/perspectives relating to communication by making use of foreign languages, each school shall enable students to conduct activities by establishing detailed subjects etc. being aware of purposes and scenes and situations etc. for communication and make efforts to enhance learning of knowledge such as English sound and vocabularies, and expressions in the actual communication in five fields.

- b Each school shall enable students to appropriately prepare teaching planning by paying attention to relationship with already learned foreign languages.
 - c In the case of establishing the subject of foreign language, in accordance with the situations of students' disabilities and actual state, each school shall make efforts to realize goals for the subject of foreign language over the period of three years by setting appropriate teaching objectives. Additionally, consideration shall be given to connection with teaching in upper secondary department.
 - d The teaching contents and activities shall be suitable for students' interests/concerns and experience. Each school shall enhance the effects of teaching by making use of what they learn in other Subjects etc. including Japanese Language, Music and Art and Design etc., and devising to connect with the contents of matters dealt with school events.
 - e Homeroom teachers or the ones in charge of foreign language shall create teaching plan. Upon providing English teaching, each school shall make efforts to enhance teaching systems and devise teaching methods, such as obtaining cooperation from English native speakers and local human resources who are proficient in English and devise teaching methods.
 - f Each school shall make efforts in order that students can savor the necessity and fun of communication with others by making use of foreign languages.
- (3) In handling 2 Contents of each stage, the following matter shall be considered.
- a Regarding teaching materials for foreign languages, each school shall take up familiarized and simple matters for students. Additionally, words and phrases and idiomatic expression used in classes shall be the ones with high frequency of use. Each school make efforts to enable students to understand such matters from experience while making use of such teaching materials repeatedly, as necessary.
 - b The contents relating mainly languages and culture in 2 Contents shall be taught in connection with language activities. In doing so, attention shall be paid for experiential understanding such as students' awareness of difference between Japanese and foreign languages and that the contents of teaching shall not go into detail or become too formal more than necessary.
 - c Each school shall make efforts to sufficiently provide proper language materials by effectively making use of information device etc., in accordance with students' actual state and the contents of educational

materials.

2 Designing teaching plans across subjects and dealing with the contents

In designing teaching plans across subjects and dealing with the contents, such contents shall be dealt with in the same manner as especially indicated in Chapter 2, Section 2, Subsection 1, 2.

Chapter 4. Foreign Language Activities

Subsection 1 Special needs education schools that provide education for the pupils or students with visual impairment, hearing impairment, physical disability or health impairment

The objectives and contents of Foreign language activities in elementary department and designing teaching plans and dealing with the contents shall be dealt with in the same manner as indicated in Chapter 4 of the National Curriculum Standard for elementary school. In additions these shall be dealt with in accordance with the following items.

- 1 Each school shall make efforts to select the teaching contents appropriately in accordance with the state and characteristics of pupils' disabilities and their developmental stages and devise ways to put emphasize on them.
- 2 Upon teaching the contents, each school shall make efforts to have close connection with the teaching in Jiritsukatsudo and enhance learning effects further.

Subsection 2 Special needs education schools that provide education for the pupils or students with intellectual disability

1 Objectives

By utilizing approaches/perspectives of communication by means of foreign languages, through language activities to experience sounds by foreign languages and their basic expressions, efforts shall be made as follows to foster the qualities/abilities as the basis of communication for the students.

- (1) Through experiential activities by using foreign languages, each school shall enable students to become aware of the difference between Japanese and foreign languages etc. and accustom and familiarize sounds of foreign languages.
- (2) Each school shall enable students to experience foreign languages and to mutually convey their thoughts and feelings regarding their familiar and simple matters.
- (3) Each school shall enable students to increase their interest in languages through foreign languages and to cultivate the attitude to willingly communicate while experiencing foreign culture.

2 Contents

[English]

[Knowledge and skills]

(1) Matters relating to characteristics of English

Through language activities in the concrete scenes to use languages and concrete situations, each school shall teach the contents in order that they can acquire the following matters.

- a To help students get to know joy of communication by using language.

- b To help students accustom and familiarize Japanese and foreign languages and culture through the following experience.
 - (a) To help students become familiar with sounds and rhythms by listening to English songs and their familiar words in daily lives.
 - (b) To help pupils and students get to know the difference between Japanese and foreign lives by experiencing foreign lives and events.
 [Ability to think, to make judgements, and express themselves etc.]
- (2) The matters relating to represent their thoughts and feelings and the basis of ability to convey them. Through establishing concrete problems and representing them according to purposes and scene etc. to communicate, each school shall teach the contents in order that the students can acquire the following matters.
 - a To enable students to intensively experience familiar and simple matters.
 - b To enable students to actively respond to other parties' approach.
- (3) Matters relating to language activities and functions of languages.
 - ① Matters relating to language activities

Concerning the matters indicated in (2) shall be taught, for example, the following language activities shall be taken up by making use of the matters indicated in (1).

 - a Listening
 - (a) Activities to listen to greetings and words in English in the activities and scenes that pupils or students have already experienced.
 - (b) Activities to listen to the words relating to the objects and matters that pupils or students have already known and to connect the contents represented by them with the actual objects and photos.
 - b Speaking
 - (a) Activities to convey pupils' and students' names and their favorite objects by making use of simple words etc. while showing the actual objects and photos in the activities and scenes that pupils or students have already experienced.
 - (b) Activities to represent by using songs and dances and games that they have already known by making use of simple words and gestures etc.
 - ② Matters relating to functions of language

Upon conducting language activities, the following scenes to use languages and functions of languages shall be mainly taken up.

 - a Examples of scenes where languages are used
 - (a) Scenes relating to pupils' play and familiar living
 - ① Play including songs and dance

Provision”, Section 2. 2 (2), while giving consideration to connection with Moral education, teaching of the contents indicated in Chapter 3 Moral education as a special subject shall be appropriately provided in accordance with the characteristics of Foreign language activities.

- (3) In handling of the contents indicated in (2) Contents, the following items shall be considered:
- a Upon communication in foreign languages, expression in consideration with pupils’ developmental stage shall be used and opportunities for familiar communication shall be given to pupils.
 - b Upon communication in foreign languages, language activities relating listening and speaking shall be focused on. Regarding characters, while paying attention not to give too much burden to pupils, each school shall handle communication by sounds as supplementary tools.
 - c Since non-verbal communication is also an essential means to support communication, each school shall adopt gestures as well and help pupils understand their roles.
 - d Through Foreign language activities, each school shall enable students to deepen understanding of foreign languages and foreign culture, and Japanese Language and Japanese culture as well.

Chapter 5. Period for Integrated Study

The objectives for Period for Integrated Study in elementary and lower secondary departments and the objectives, the contents and designing teaching plans and dealing with the contents established in schools shall be dealt with in the same manner as indicated in Chapter 4 of the National Curriculum Standard for elementary school or Chapter 5 of the National Curriculum Standard for lower secondary school. In additions these shall be dealt with in accordance with the following items.

- 1 With full consideration to the state of pupils' and students' disabilities and the developmental stage etc., consideration shall be given to effective learning activities.
- 2 Upon carrying out experiential activities, attention shall be paid to safety and health. Additionally, according to learning activities, consideration shall be given in order that students can conduct joint activities and learning with pupils in elementary schools and students in lower secondary schools.
- 3 In lower secondary department of special needs education schools that provide education for the students with intellectual disability, in the case of carrying out integrated studies, based on the facts that their knowledge and skills tend to be disconnected, while comprehensively connecting their qualities/abilities fostered by the leaning of Subjects etc., by concretely establishing the teaching contents, consideration shall be given in order that students can independently solve the problems.

Chapter 6. *Tokkatsu* (Student-Led Activities)

The objectives for *Tokkatsu*(Student-Led Activities) in elementary department or lower secondary departments and the goals and the contents of activities/school events and designing teaching plans and dealing with the contents shall be dealt with in the same manner as indicated in Chapter 6 of the National curriculum standard of elementary school or Chapter 5 of the National Curriculum Standard for lower secondary school. In additions these shall be dealt with in accordance with the following items.

- 1 Upon design teaching plans, various kinds of constraints need to be eliminated due to small number of students and consideration needs to be given for implementation of active group activities.
- 2 In order to cultivate active attitude by enhancing students' experience and foster sociability and rich humanity, the opportunities need to be established where students can cultivate relationship and experience joint activities and learning with pupils in elementary school or students in lower secondary school etc. and they can share activities with local people. In doing so, with consideration to the state of students' disabilities and characteristics etc., kinds and time of activities and their implementation methods etc. shall be appropriately determined.
- 3 In supported schools that provide education to students with intellectual disability, upon teaching the contents, in accordance with the state of intelligent disabilities, chronological ages, leaning situations an experience etc., each school shall make efforts to appropriately determine important points, substantiate the teaching contents etc.

Chapter 7. *Jiritsukatsudo*

(Activities to Promote Independence)

1 Objectives

Each pupil and student can build the base of harmonious mental and physical development by aspiring to be independent and fostering the knowledge, skill, attitude and habit that are necessary for improving/overcoming the difficulties in learning and living due to disabilities independently.

2 Contents

1 Health maintenance

- (1) Matters relating to rhythm of life and formation of lifestyle habit.
- (2) Matters relating to understanding of disease states and life management.
- (3) Matters relating understanding of body parts and nursing.
- (4) Matters relating to understanding of characteristics of disabilities and arrangement of living environment.
- (5) Matters relating to maintenance/improvement of health condition.

2 Psychological stability

- (1) Matters relating to emotional stability.
- (2) Matters relating to understanding of situations and corresponding to changes.
- (3) Matters relating to motivation to improve/overcome difficulties in learning or living due to disabilities.

3 Formation of human relations

- (1) Matters relating to basic for relationship with others.
- (2) Matters relating to others' intentions and understanding of their feeling.
- (3) Matters relating to self-understanding and behavioral control.
- (4) Matters relating to basic for participation in groups.

4 Understanding of environment

- (1) Matters relating to making use of sense that students have.
- (2) Matters relating to understanding of and corresponding to characteristics of sensibility and cognition.
- (3) Matters relating to making use of sense aids and substituting means.
- (4) Matters relating to assessing surrounding situations that comprehensively make use of sense and actions corresponding to such situations.
- (5) Matters relating to formation of concepts as cues for cognition and actions.

5 Physical movements

- (1) Matters relating to postures and fundamental techniques for exercise/movement.
- (2) Matters relating to maintenance of postures and making use of auxiliary

means for exercise/movement.

- (3) Matters relating to fundamental actions for daily life.
- (4) Matters relating to physical movement ability.
- (5) Matters relating to actions necessary for work and their smooth conduct.

6 Communication

- (1) Matters relating to fundamental ability for communication.
- (2) Matters relating to understanding and expression of language.
- (3) Matters relating to formation and making use of language.
- (4) Matters relating to selection and making use of communication means.
- (5) Matters relating to communication according to situations.

3 Designing individualized teaching plans and dealing with the contents

- 1 Upon teaching Jiritsukatsudo, each school shall set teaching objectives and contents and design an individualized teaching plan by clearing problems that shall be taught on the basis of accurate assessment for each pupil's or student's situations and characteristics of disabilities and the stages of mental and physical development. In doing so, each school shall set concrete teaching contents by selecting the matters required for each pupil or student from the contents in 2 and connecting them mutually.
- 2 Upon designing individualized teaching plans, the following shall be considered.
 - (1) To assess the situations of disabilities, degree of development and experience, interests/concerns, the actual state of life and learning environment etc. for each pupil or student appropriately.
 - (2) To consider relations between problems that shall be taught as a result of assessment of the actual state of pupils or students. In doing so, while considering the learning situations so far and future potential, each school shall set the teaching objectives from the long-term and short-term viewpoint and take up the teaching contents that are required to achieve the teaching objectives, in a phased manner.
 - (3) Upon establishing concrete teaching contents, the following shall be considered.
 - a To take up the teaching contents which each pupil or student can work on with interests independently and from which she/he can feel a sense of accomplishment and build the self-esteem.
 - b To take up the teaching contents intensively by which each pupil or student can be motivated to improve/overcome the difficulties in learning and living due to his disabilities.
 - c To take up the teaching contents by which each pupil or student can further foster more developed aspects in order to cover the retarded aspects.
 - d To take up the teaching contents systematically by which each pupil or student can organize environment by themselves in order to facilitate their actions and can ask for aid to people around him as necessary.
 - e To take up the teaching contents by which each pupil or student can enhance the ability to think, make judgements and express himself by

- providing the opportunities for self-selection and self-decision.
- f To take up the teaching contents by which each pupil or student can understand the meaning of learning Jiritsukatsudo in relation to the competencies for his independence in future and participation in society.
- (4) To make efforts to improve each individualized teaching plan and concrete teaching by evaluating the learning situations and the results of each pupil or student appropriately.
 - (5) To make efforts to maintain close relation to teaching of Subject Areas/Subjects, Moral Education, Foreign Language Activities, the Period for Integrated Studies and *Tokkatsu*(Student-Led Activities) and teach the contents in a planned and organized manner.
- 3 To exert originality and ingenuity of concrete teaching methods in accordance with the actual state of each pupil or student and promote motivated activities.
 - 4 For pupils or students with multiple disabilities who are mainly taught Jiritsukatsudo, to set the basic teaching contents to promote the holistic development according to the actual state of each pupil or student and provide systematic teaching. In doing so, to make efforts to aim at fostering each pupil or student harmonically as a human being.
 - 5 To provide effective teaching for Jiritsukatsudo mainly by the teachers that have expertise and special skills under the cooperation of all the teachers.
 - 6 To provide appropriate teaching in accordance with the state of pupils' or students' disabilities etc., as necessary, by asking for instruction/advice to medical specialists and other specialists.
 - 7 To aim at collaboration with relevant organizations etc. by making use of individualized education support plans in order that the results of teaching in Jiritsukatsudo can be utilized in his future courses etc.