

○Public Notice of the Ministry of Education, Culture, Sports, Science and Technology No.14

Pursuant to the provision of Article 129 and Article 133 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 Upper Secondary Department of Special Needs Education School (Public Notice of the Ministry of Education, Culture, Sports, Science and Technology No.37 of 2009) shall be revised as follows.

However, special provisions of the National Curriculum Standard for Upper Secondary Department of Special Needs Education School shall be prescribed separately until the ones revised by this Public Notice is applied.

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Minister of Education, Culture,  
Sports, Science and Technology  
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## The National Curriculum Standard for Upper Secondary Department of Special Needs Education School

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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 objectives set out in Article 2 of said Act:

- 1 having 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 students to become the creators of a sustainable society while aiming to attain the objectives and objectives of such education. This can be achieved by encouraging each 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 objectives.

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 kindergartens 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 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 students can realize the significance of learning and to foster each student's qualities and abilities, all adults involved with 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 childhood and compulsory education. The National Curriculum Standard for Kindergarten Department 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 students while looking at the connection with the education after graduating from upper secondary department and vocation, life, and life-long learning.

## Section 1 Educational Objectives

In education in upper secondary department of special needs education schools, teachers shall endeavor to achieve the following objectives with consideration toward the students' state and characteristics of disability and their stages of the development of mind and body in order to achieve the objectives and objectives stipulated in Article 79 of the School Education Act.

- 1 Objectives for upper secondary school education prescribed in Article 51 of the School Education Act
- 2 To foster the knowledge, skills, behavior, and habits required to aim at independence by improving/overcoming difficulties in learning or life due to the students' disabilities.

## Section 2 Formulation of Curriculum

### Subsection 1 Basic of education in upper secondary department for special needs education schools and the role of educational 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 concerned, and those indicated in this chapter hereinafter, in order to accomplish the well-balanced development of individual students as human beings, with full consideration toward the characteristics of the subjects and the actual circumstances of schools and communities including the students' state and characteristics of disability and their stages of mental and physical development and their individual characteristics, thereby conducting education to achieve the objectives 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 Subsection III. 1, and aim to realize the matters listed in the following (1) to (4), in order to foster Competencies for Living in 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 students a zest for life. Each school should be committed to enhancing its instruction to enable 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 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 objectives, each school should enhance its students' activities that create the basis of learning, such as language activities, and in cooperation with students' homes at the same time, consideration should be given to help the students establish good learning habits. each of the following is realized evenly, by considering the

developmental stages and characteristics, etc. of the 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 in schools shall be aimed at enhancing it by implementing the education regarding requirements of a fully human life and approaches to life throughout all educational activities in schools. The special needs school that provides education for the students with visual impairment, hearing impairment or physical disability or health impairment with the subjects that belongs to subject areas (hereinafter refers to as “Subject Area/Subject”), Period for Inquiry-Based Cross-Disciplinary Study, Tokkatsu (Student-Led Activities) and Jiritsukatsudo (hereinafter refers to as “Subject Area/Subject”). In addition, the schools that provide education for the students with intellectual disability need to provide Moral education as a special subject listed in Chapter 3 (hereinafter refers to as “Moral education”). Instruction in accordance with the characteristics of each student shall be implemented in all the subject areas, Period for Inquiry-Based Cross-Disciplinary Study, Tokkatsu (Student-Led Activities) and Jiritsukatsudo.

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 endeavoring self-exploration and self-expression considering that the students are in the stages where they can act based on awareness as members of Japan and society, thinking requirements of a fully human life and approaches to life 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 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 subject areas, Period for Inquiry-Based Cross-Disciplinary Study and Jiritsukatsudo (in the special needs schools that provide education for the students with intellectual disability with education for all the subjects, Moral education all the subject areas, Period for Inquiry-Based Cross-Disciplinary Study, and Jiritsukatsudo) as well as Health and Physical Education, 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 Subject Areas/Subjects, Period for Inquiry-Based Cross-Disciplinary Study and Tokkatsu (Student-Led Activities)(in the special needs schools that provide education for the students with intellectual disability with education for all the subjects, Moral education all the subject areas, Period for Inquiry-Based Cross-Disciplinary Study, and Jiritsukatsudo), and give consideration to implement such instruction based on proper instruction plans by grasping the 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 students that are expected to become the creators of a sustainable society, throughout the entire school education, in Subject Areas/Subjects, Moral education, Period for Inquiry-Based Cross-Disciplinary Study, Tokkatsu (Student-Led Activities) and Jiritsukatsudo (hereinafter refers to as "Subjects Areas etc."), 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 provide instruction of experimental learning regarding working and volunteer work, with consideration toward the students' state and characteristics of disability and their stages of the development of mind and body of the students, enable the students to learn dignity of labor and pleasure of creativity and contribute to develop desirable work views career view and spirit of service to society.
- 5 Each school shall grasp the actual situation of the local areas and endeavor to improve through organization of the contents of education necessary for realizing the objectives and objectives 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 students learned and devise the method to connect the evaluation and improvement of implementation of individual instruction plan shown in Subsection 2, 3 (5), B with the evaluation and improvement of curriculum.

## Subsection 2 Formulation of Curriculum

### 1 Educational objectives in Schools and Formulation of Curriculum

In formulating educational curriculum, throughout the entire school education, Subject Areas 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 objectives of each school. In this regard, the objectives shall relate to the ones as prescribed based on the National Curriculum Standard for Upper Secondary School, Chapter 4, Section 2, 1 that is equivalent in Chapter 4, Period for Inquiry-Based Cross-Disciplinary Study.

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

(1) Each school shall promote to organize educational curriculum from the viewpoint of cross-curriculum learning etc. by making use of the characteristics of Subject Areas/Subjects etc. or Subjects etc., while considering the actual condition of the 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 students, schools and communities, etc. 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) Subject Areas/Subjects etc. in Special Needs Schools that Implement Education for the Students with Visual Impairment, Hearing Impairment or Physical Disability or Health Impairment

#### a Subject Areas/Subjects and Credits

##### (a) Credits to be Obtained until Graduation

Each school shall provide the matters relating to Subjects Areas/Subjects listed in (b) to (e) to be obtained until graduation and their credits, the credits for Period for Inquiry-Based Cross-Disciplinary Study, Tokkatsu (Student-Led Activities) and their number of classes, and the number of classes of Jiritsukatsudo. In this regard, 74 credits as the total number of the credits to be obtained until graduation including the credits of Subjects Areas/Subjects and the ones of Period for Inquiry-Based Cross-Disciplinary Study shall be as shown above (the classes of Jiritsukatsudo can be included by converting the number of classes into the credits.).

Regarding the credits, a class hour of 50 minutes shall be calculated as a standard unit time and 35 classes of unit time is set as a standard credit.

##### (b) Subject Areas/Subjects and Standard Number of Credit Common to School Subjects

Upon formulating educational curriculum, based on Subject Areas/Subjects and their standard number of credits listed below, each school shall provide Subject Areas/Subjects and their number of credits appropriately. However, by considering the actual condition of the students etc., if especially necessary, each school can increase the number of credits over the limit specified as the standard number of credits.

Subject Area	Subject	Number of standard credits	Subject Area	Subject	Number of standard credits
Japanese Language	Contemporary Japanese Language	2	Health and Physical Education	Physical Education	7~8
	Language Culture	2		Health	2
	Japanese Language (Logic)	4	Arts	Music I	2
	Japanese Language (Literature)	4		Music II	2
	Japanese Language Expression	4		Music III	2
	Advanced Classics	4		Art and Design I	2
Geography and History	Geography	2		Art and Design II	2
	Advanced Geography	3		Art and Design III	2
	Geography	2	Crafts Production I	2	
	Modern and Contemporary History		Crafts Production II	2	
	Advanced Japanese History	3	Crafts Production III	2	
	Advanced World History	3	Calligraphy I	2	
Civics	Public Ethics	2	Calligraphy II	2	
	Politics and Economy	2	Calligraphy III	2	
	Mathematics	Mathematics I	3	Foreign Languages	English
Mathematics II		4	Communication I		4
Mathematics III		3	English		
Mathematics A		2	Communication II		4
Mathematics B		2	English		
Mathematics C		2	Communication III		2
Science	Science and Our Daily Life	2	English Logic and Expression I	2	
	Basic Physics	2	English Logic and Expression II		
	Advanced Physics	4	English Logic and Expression III	2	
	Basic Chemistry	2	Home Economics		Basic Home Economics
	Advanced Chemistry	4		Economics	4
	Basic Biology	2	Home Economics	2	
	Advanced Biology	4	Information Study I		2
	Basic Earth Science	2	Information Study II	2	
	Advanced Earth Science	4	Inquiry-Based Study of Science and Mathematics	Basic Inquiry-Based Study of Science and Mathematics	1
				Inquiry-Based Study of Science and Mathematics	2~5

(c) Subject Areas/Subjects Mainly Established in Special Subjects

Upon formulating educational curriculum, each school shall provide Subject Areas/Subjects and their number of credits to be taken by the students, based on Subject Areas/Subjects established in special subjects (which refer to the subject mainly for special education. The same shall apply hereinafter.) in special needs schools that provide education for the students with visual impairment, the respective standard number of credits specified by the respective establisher, as listed in ① and ② in the following table in special needs school that provide education for the students with visual impairment, as listed in ① and ③ in special needs schools that provide education for the students with hearing impairment, as listed in ① in the following table in special needs school that provide education for the students with physical disability or health impairment.

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

Subject Area	Subject
Agriculture	Agriculture and Environment, Project Study, Comprehensive Practice, Agriculture and Information Technology, Crops Production and Management, Vegetables Production and Management, Fruits Production and Management, Flowering Plants Production and Management, Animal Husbandry Production and Management, Cultivation and Environment, Domestication and Environment, Management of Agriculture, Agricultural Machinery, Plant Biotechnology, Food Production, Food Chemistry, Food Microbiology, Food Distribution, Forestry Science, Forest Management, Utilization of Forest Products, Agricultural Civil Engineering Design, Agricultural Civil Engineering Works Execution, Earth's Water Circulation, Landscape Gardening Planning, Landscape Gardening Construction Management, Surveying, Utilization of Plants/Animals for Health Promotion, Utilization of Regional Resource
Industry	Fundamentals of Industrial Technology, Project Study, Practice, Drawing, Industrial Material Technology, English for Industrial Technology, Industrial Management Technology, Industrial Environmental Technology, Machine Engineering and Construction, Machine Design, Prime Movers, Basic Mechatronics, Technology of Production, Automobile Engineering, Automobile Maintenance, Marine Engineering, Electric Circuit, Electrical Appliances, Electric Energy Technology, Electronic Technology, Electronic Circuit, Electronic Measurement and Control, Communication Technology, Programming Technology, Hardware Technology, Software Technology, Computer System Technology, Architectural Structure, Architectural Planning, Architectural Structure Design, Execution of Architectural Works, Architectural Laws and Regulations, Equipment and Facility Planning, Air Conditioning Equipment, Sanitary and Disaster-prevention Equipment and Facility, Surveying, Civil Foundation Mechanics, Civil Engineering Structure Design, Civil Engineering Work, Social Infrastructure Engineering, Industrial Chemistry, Chemical Engineering, Geo-Environmental Chemistry, Material Manufacturing Technology, Industrial Materials Engineering, Ceramic

	Chemistry, Ceramic Technology, Ceramic Industry, Textile Products, Textile and Dyeing Technology, Textile Design, Interior Planning, Interior Processing, Interior Elements Production, Design Theory and Techniques, Design Materials, History of Design
Business	Business Fundamentals, Project Study, Comprehensive Practice, Business Communication, Marketing, Product Development and Distribution, Tourism Business, Business Management, Global Economics, Business Laws and Regulations, Bookkeeping, Financial Accounting I, Financial Accounting II, Cost Accounting, Management Accounting, Information Processing, Software Application, Programming, Network Application, Network Management
Fisheries	Basis of Fisheries and Oceans, Project Study, Comprehensive Practice, Ocean Information Technology, Fisheries and Ocean Science, Fishing Industry activity, Navigation and Nautical Instrument, Ship Operations, Marine Engine, Machinery Design and Engineering, Electrical Theory, Mobile Communication Engineering, Ocean Communication Technology, Fishery Stock Enhancement, Ocean Life, Ocean Environment, Small Boats, Food Manufacture, Food Management, Fishery Marketing, Diving, Marine Sports
Home Economics	Fundamentals of Living-related Industries, Project Study, Information of Living-related Industries, Consumer's Life, Basic Childcare, Practical Childcare, Life and Welfare, Housing and Interior Design, Culture of Clothing, Base of Fashion and Cloths Making, Fashion and Clothes Making, Fashion Design, Clothes Handcraft, Food Design, Food Culture, Cooking, Nutrition, Foodstuff, Food Sanitation, Public Health, Practical Cooking
Nursing Care	Basic Nursing, Human Body Structure and Function, Formation of Disease and Prevention, Health Support and Social Security System, Adult Nursing, Gerontological Nursing, Pediatric Nursing, Maternal Nursing, Psychiatric Nursing, Home Care Nursing, Integration and Practice of Nursing, Nursing Clinical Practice, Nursing Information
Information	Information Industry and Society, Project Study, Expression and Manage Information, Information Technology, Information Security, Programming of Information Systems, Network System, Database, Information Design, Contents Creation and Delivery, Media and Services, Information Practice
Welfare	Fundamentals of Social Welfare, Fundamentals of Social Care, Skills for Communication, Skills for Lifestyle Support, Care

	Process, Case Study of Social Care, Care Practice, Understanding Mental and Physical, Welfare and Information Technology
Science and Mathematics	Mathematics I for Science and Mathematics Course, Mathematics II for Science and Mathematics Course, Advanced Mathematics for Science and Mathematics Course, Physics for Science and Mathematics, Chemistry for Science and Mathematics, Earth Science for Science and Mathematics, Biology for Science and Mathematics Course
Physical Education	Outline for Sports, Sports I, Sports II, Sports III, Sports IV, Sports V, Sports VI, Integrated Study for Sports
Music	Music Theory, Music History, Study for Musical Performance, Solfege, Vocal Music, Instrumental Music, Musical Composition, Art Appreciation
Art and Design	Outline for Art and Design, History of Art and Design, Art Appreciation, Sketch, Constitution, Pictorial Art, Printmaking Course, Sculpture, Visual Design, Craft Design, Information Media Design, Visual Expression, Environmental Modeling
English	Integrated English I, Integrated English II, Integrated English III, Debate/Discussion I, Debate/Discussion II, Essay Writing I, Essay Writing II

- ⓑ Special needs schools that provide education for the students with visual impairment

Subject Area	Subject
Health Acupuncture	Medical Care and Community, Human Body Structure and Function, Formation of Disease and Prevention, Life and Diseases, Fundamentals of Health Acupuncture, Clinical Health Acupuncture, Health Acupuncture Community and Health Acupuncture Management, Basic Practice for Health Acupuncture, Clinical Training for Health Acupuncture, Health Acupuncture Information, Project Study

- ⓒ Special needs schools that provide education for the students with visual impairment

Subject Area	Subject
Printing	Outline for Printing, Printing Design, Printing Plate Making Technique, DTP Technology, Printing Information Technology, Digital Image Technology, Printing Comprehensive Practice, Project Study
Hair Dressing and Cosmetic	Related Laws and Regulations/Systems, Hygiene Management, Health, Perfumery and Cosmetics Chemistry, Theory of Culture, Theory for Hairdressing and Cosmetic Technique, Operational Management, Hair Dressing Practice, Cosmetic Practice, Hairdressing and Cosmetic Information, Project Study
Cleaning	Related Laws and Regulations for Cleaning, Public Health, Theory for Cleaning, Texture, Device/Apparatus for Cleaning, Practice for Cleaning, Project Study

(d) School Designated Subjects

Each school can establish the subjects other than the ones that belong to the subject areas in the tables of (b) and (c) (hereinafter refers to as “School Designated Subjects”) in order that they can contribute to formulation of characteristic educational curriculum in accordance with the actual condition of the students, schools and communities and the characteristics of the subjects. In this regard, each school shall determine the names, Objectives, contents, and number of credits etc. of the school designated subjects, based on the Objectives of the subject areas that the subjects belong to with full consideration of securing the standard as the education in upper secondary department.

(e) School Designated Subject Areas

- ⓐ Each school can establish the subject areas other than the ones that are listed in the tables of (b) and (c) (hereinafter refers to as “School Designated Subject Areas”) in this Article and Section 4. 1, (2) in order that they can contribute to formulation of characteristic educational curriculum in accordance with the actual condition of the students, schools and communities and the characteristics of the subject areas. In this regard, each school shall determine the names, Objectives, contents, and number of

credits etc. of School Designated Subject Areas and the said subjects, based on the educational Objectives in upper secondary department with full consideration of securing the standard as the education in upper secondary department.

- ⑥ Each school can establish “Industrial Society and Human Beings” as the subject regarding a School Designated Subject Area. Upon determining the objectives, contents and number of credits etc. of this subject, each school shall give consideration to instruct the following matters in order that the subject can help the students choose Subject Areas/Subjects voluntarily, as well as help think about requirements of a fully human life and approaches to life for themselves, contribute to society actively, and foster their willingness to work on learning all life long, through experimental learning such as gaining work experience etc. and research/study.
  - i Develop basic abilities and attitude and desirable work views, career view and spirit of service to society necessary for social life and working life
  - ii Study for development of Japanese industries and social change brought by their development
  - iii Study for the students’ own future course of life and career and creation of Completion Plan of Subject Areas/Subjects etc.
- b Completion of Subject Areas/Subjects etc.
  - (a) Required Subject Areas/Subjects and Period for Inquiry-Based Cross-Disciplinary Study
    - ① The following Subject Areas/Subjects are the ones that each school requires the students to complete (hereinafter referred to as “Required”). Their number of credits should exceed the ones designated as the standard number of credits in A. (b). However, if especially necessary, considering the actual condition of the students and the characteristics of the special subjects etc., the number of credits for “Mathematics I” and “English Communication I” can be specified as 2 credits. The number of credits of other required Subject Areas/Subjects (excluding the subjects of 2 credits as the standard number of credits.) can be partly decreased.
      - a “Contemporary Japanese Language” and “Language Culture” in Japanese Language
      - b ” Geography” and “Modern and Contemporary History” in Geography and History
      - c ” Public” in Civics
      - d ” Mathematics I” in Mathematics
      - e 2 subjects from “Science and Our Daily Life”, “Basic Physics”, “Basic Chemistry”, “Basic Biology” and “Basic Earth Science” in Science, or 3 subjects from “Basic Physics”, “Basic Chemistry”, “Basic Biology” and “Basic Earth Science”
      - f ” Physical Education” and “Health” in Health and Physical Education
      - g One subject from” Music I”, “Art and Design I”, “Craft Production I” and “Calligraphy I” in the Arts
      - h “English Communication I” established as School Designated Subject in Foreign Language (in the case of completing the foreign languages other than English, such foreign languages shall be established as one subject of School Designated Subject as 3 standard number credits.)
      - i One subject from “Basic Home Economics” and “Home Economics” in Home Economics
        - j ” Information Study I” in Information
    - ② Each school shall require all the students to complete Period for Inquiry-Based Cross-Disciplinary Study and specifies its number of credits in

- accordance with the actual condition of the students and schools.
- ③ In the case where the students who studied in overseas upper secondary high schools and completion of the similar results can be admitted with the ones by completion of the required Subject Areas/Areas or Period for Inquiry-Based Cross-Disciplinary Study through the ones completed in overseas upper secondary schools, such completion in foreign countries can substitute for the equivalent Subjects/Areas or Period for Inquiry-Based Cross-Disciplinary Study partly or as wholly.
- (b) Completion of Subject Areas/Subjects in Special Subjects  
 Subjects Areas/Areas in special subjects shall be completed as described above other than described in (a).
- ① In special subjects, the number of all the credits of the special subjects for the students to be completed (which refer to the subjects regarding School Designated Subjects that belong to Subject Areas/Subjects listed in the table of A, (c) and School Designated Subjects that belong to the subject areas in the said table and the ones relating to special education) shall be no less than 25. However, upon attaining the Objectives of each subject, in the case where the similar results with the ones through completion of special subjects can be expected by completion of Subject Areas/Areas of the ones other than special subject areas/subjects, such completion of the number of credits of Subject Areas/Areas of the said special subject areas/subjects can substitute for completion of the number of credits of Subject Areas/Areas other than the said special subjects/areas partly or wholly.
- ② In the case where the similar results with the ones through completion of required subject areas/subjects can be expected by completion of special subject areas/areas, completion of the said special subject areas/subjects can substitute for completion of the required subject areas/areas partly or wholly.
- ③ In the case where the similar results through completion of Project Subject can be expected with completion of Project Study in Agriculture, Industry, Business, Fisheries, Home Economics, Information, Health Acupuncture, Printing, Hair Dressing and Cosmetics or Cleaning or “Nursing Clinical Practice” in Nursing or “Case Study of Social Care” in Welfare (hereinafter referred to as “Project Study etc.”) in the special subjects mainly for vocational education, completion of Project Study etc. can substitute for completion of Project Study etc. partly or wholly. Additionally, in the case the similar results through completion of Project Study etc. can be expected with completion of Period for Inquiry-Based Cross-Disciplinary Study, completion of Period or Integrated Studies can substituted for completion of Project Study etc. partly or wholly.
- C Number of Teaching hours of Subject Areas/Areas
- (a) The annual teaching hours of Subject Areas/Subjects, homeroom activities and Jiritsukatsudo shall be 35 weeks as a standard. However, the classes of Subject Areas/Subjects and Jiritsukatsudo can be held during specified terms or specified period (including the case where the school days are set during the holidays in summer, winter, or the end of school year etc.) if necessary.
- (b) The weekly teaching hours shall be 30 credit hours as a standard. However, if especially necessary, such credit hours can be increased.
- (c) The annual teaching hours of homeroom activities shall be 35 credit hours or more as a principal.
- (d) For the students’ council and school events, the appropriate teaching hours shall be allocated in accordance with the actual condition of the students and schools.

- (e) Each school shall appropriately determine the number of teaching hours applied for the Jiritsukatsudo for each grade in accordance with the state and characteristics of the students' disabilities and their stages of development of mind and body.
  - (f) One credit hour of each class of Subject Areas/Areas etc. shall be appropriately specified considering the actual condition of the students, schools, and communities, etc. and the characteristics of Subject Areas/Areas, while securing the number of teaching hours of Subject Areas/Areas etc.
  - (g) In accordance with the characteristics of Subject Areas/Areas, in the case where the instruction of specified Subject Areas/Areas are implemented by making use of a short time around 10 to 15 minutes, such time can be included in the teaching hours of the said Subject Area/Subjects, in the case where the teacher responsible for the said subject area/subject can anticipate cohesiveness of the contents such as unit or theme etc. and time and organize the system in order to make decision for its contents of instruction and understanding and utilization of the results etc. responsibly.
  - (h) In the case where the similar results can be expected with the ones through implementation of each event listed in school events of Tokkatsu (Student-Led Activities) through the learning activities in Period for Inquiry-Based Cross-Disciplinary Study, the learning activities in Period for Inquiry-Based Cross-Disciplinary Study can substitute for implementation of each event listed in the equivalent school events of Tokkatsu (Student-Led Activities).
  - (i) In the case where the similar results can be expected with the ones of completion of Period for Inquiry-Based Cross-Disciplinary Study through completion of "Basic Inquiry-Based Study of Science and Mathematics" or "Inquiry-Based Study of Science and Mathematics" in Inquiry-Based Study of Science and Mathematics, completion of "Basic Inquiry-Based Study of Science and Mathematics" or "Inquiry-Based Study of Science and Mathematics" can substitute for completion of Period for Inquiry-Based Cross-Disciplinary Study partly or wholly.
- (2) Completion of each Subject Area etc. in special needs education school that implement education for the students with intellectual disability
- A Completion of Each Subject Area etc.
- (a) Each Subject Area etc. to have the students complete until graduation  
Each school shall determine the matters relating to the subject areas shown in B to D to have the students complete and their teaching hours, the teaching hours of Moral education and Period for Inquiry-Based Cross-Disciplinary Study, the Tokkatsu (Student-Led Activities) and their teaching hours and the ones of Jiritsukatsudo.
  - (b) The subject areas common to the subjects etc.
    - Ⓐ Each school shall have all the students complete the subject areas including Japanese Language, Social Studies, Mathematics, Science, Music, Arts, Health and Physical Education, vocationally oriented courses and Home Economics, and Moral education, Period for Inquiry-Based Cross-Disciplinary Study, Tokkatsu (Student-Led Activities) and Jiritsukatsudo unless otherwise specified.
    - Ⓑ Each school can establish the subjects of Foreign Language and Information as required, considering the actual condition of students and the school.
  - (c) Subject Areas mainly established in specialized courses
    - Ⓐ Each school shall have the students either of one subject or more among the ones relating to specialized courses among domestic science, Agriculture, Industry, Distribution and Service or the subject areas of Welfare or the

school designated subject areas specified in d, other than b (hereinafter referred to as “Specialized Subject Areas”).

- ⑥ In the case where the similar results can be expected with the ones of the subjects in (b),⑤ that each school has all the students complete through completion of Specialized Subject Areas, completion of the specialized subject areas can substitute for completion of the subject areas that each school has all the students complete.
- (d) School designated subject areas  
Each school can establish the subject areas other than the ones described in (b) and (c). (hereinafter referred to as “School Designated Subjects” in this section) in order to help formulate characteristic educational curriculum in accordance with the actual condition of the students, schools and communities and the characteristics of the subjects. in accordance with the actual condition of its students, the school, its communities of the characteristics of subjects. each school shall determine the names, Objectives, and contents etc. of School Designated Subject Areas based on the educational Objectives in upper secondary department with full consideration to secure the standard as the education in upper secondary department.
- B The number of teaching classes of the subject areas
  - (a) The total number of subject teaching hours of the subject areas etc. (however, in this section and (h), regarding Tokkatsu (Student-Led Activities) shall be limited to homeroom ones.) shall be 1,050 credit hours as a standard (one credit hour shall be calculated as a class hour of 50 minutes. The same shall be applied to (c)) If especially necessary, each school shall be able to increase this number. In this regard, considering the Objectives and contents of the subject areas etc., each school shall determine the allocated grade for the subject areas and Period for Inquiry-Based Cross-Disciplinary Study and the number of teaching classes of the said grade, and the number of teaching classes of Moral education, Tokkatsu (Student-Led Activities) and Jiritsukatsudo.
  - (b) The teaching period for the subject areas, Moral education, homeroom activities and Jiritsukatsudo shall be set at a standard 35 weeks a year. If especially necessary, the classes of Subject Areas/Subjects, Moral education, homeroom activities and Jiritsukatsudo can be held during specified terms or specified period (including the case where the school days are set during the holidays in summer, winter, or the end of school year etc.).
  - (c) In specialized courses, the number of teaching classes that each school has all the students complete Specialized Subject Areas shall be no less than 875 credit hours.
  - (d) The number of teaching classes of homeroom activities shall be set as 35 credit hours a year or more.
  - (e) For the students’ council and school events, the appropriate teaching hours shall be allocated in accordance with the actual condition of the students and schools.
  - (f) Each school shall appropriately determine the number of teaching hours for Period for Inquiry-Based Cross-Disciplinary Study in accordance with the actual condition of the students and schools.
  - (g) The number of teaching classes for Jiritsukatsudo of each grade shall be appropriately specified in accordance with the students’ state and characteristics of disability and their stages of the development of mind and body of the students.
  - (h) Each school shall appropriately determine one credit hour for each teaching hour of each subject in accordance with the actual condition of the students and

- schools while securing the teaching hours of each subject area etc.
- (i) In accordance with the characteristics of Subject Areas/Areas, in the case where the instruction of specified Subject Areas/Areas are implemented by making use of a short time around 10 to 15 minutes, such time can be included in the teaching hours of the said Subject Area/Subjects, in the case where the teacher responsible for the said subject area/subject can anticipate cohesiveness of the contents such as unit or theme etc. and time and organize the system in order to make decision for its contents of instruction and understanding and utilization of the results etc. responsibly.
  - (j) In the case where the similar results can be expected with the ones through implementation of each event listed in school events of Tokkatsu (Student-Led Activities) through the learning activities in Period for Inquiry-Based Cross-Disciplinary Study, the learning activities in Period for Inquiry-Based Cross-Disciplinary Study can substitute for implementation of each event listed in the equivalent school events of Tokkatsu (Student-Led Activities).
- (3) Appropriate of formulation of educational curriculum that utilizes the aim of elective subjects
- Formulation of educational curriculum shall enable the students to complete appropriate Subject Areas/Subjects (Subject Areas in special needs education schools that provide education for the students with intellectual disability. The same shall applied as in (4)-B, (6) and Section 5.). For this purpose, each school should give consideration so that the students can select and complete diversified Subject Areas/Subjects freely. Additionally, in the case where each school establish analogous items for educational curriculum and have the students either of such analogous items complete, it shall have Subject Areas/Subjects other than the ones to have the students complete and be able to establish the ones that the students can select and complete freely.
- (4) Dealing with Subject Areas/Subjects etc. or the contents of Subject Areas etc.
- A Each school shall be able to add the matters for instruction that are not described in Chapter 2 and thereafter. In addition, the matters describing the range and degree of the contents in the ones of the subjects described in Chapter 2 and 3 from Section 1, Subsection 3 to 9 in the National Curriculum Standard for Upper Secondary School that are regarded as corresponding in Chapter 2, Section 1, Subsection 1 and Subject Areas described in Section 2, Subsection 1 and 2, shall represent the range and degree of the contents that shall be instructed for all the students that complete the said subjects (Subject Areas in special needs education schools that provide education for the students with intellectual disability.). If necessary, each school can instruct such contents regardless of this matter. However, in this regard, each school shall not deviate from the purpose of the Objectives and contents of Subject Areas/Subjects described in Chapter 2 and thereafter and the burden for the students shall not become excessive.
  - B The order of the matters described in the contents of Subject Areas/Subjects, Tokkatsu (Student-Led Activities) and Jiritsukatsudo in Chapter 2 and thereafter shall not represent the order of instruction unless otherwise specified. Thus, each school shall device to deal with such order appropriately.
  - C The schools that provide education for the students with visual impairment, hearing impairment or physical disability or health impairment shall provide instruction by dividing the contents of Subject Areas/Subjects the learning activities in Period for Inquiry-Based Cross-Disciplinary Study per credit in accordance with the division of terms by planning beforehand.
  - D The schools that provide education for the students with visual impairment, hearing impairment or physical disability or health impairment shall provide instruction by appropriately selecting the matters of the subject areas/subjects,

such as by emphasizing the fundamental/basic matters, within the range that do not impair the purpose of the Objectives of the subject areas/subjects described in Chapter 2.

- E The schools that provide education for the students with intellectual disability shall establish the contents of instruction in details upon instruction of Subject Areas based on the contents shown on the stages of Subject Areas, in accordance with the state of intellectual disability and experience of the students. In doing so, the schools shall systematically provide instruction by perceiving three years in upper secondary department.
  - F The schools that provide education for the students with intellectual disability shall establish the contents of instruction in details upon providing instruction for Moral education based on the matters described in the Objectives and contents of Moral education shown in Chapter 3, in accordance with the state of intellectual disability and experience of the students.
- (5) Matters to be considered upon creating instruction plan etc.
- A Each school shall create well-balanced and specific instruction plan as a whole, while giving consideration for the following matters, by utilizing its originality and ingenuity.
    - (a) Regarding the instruction contents of Subject Areas/Subjects, each school shall be able to provide effective instruction that foster qualities/abilities through improvement of classes for realization of self-motivated/interactive and deep learning shown in Subsection 3, 1 while anticipating cohesiveness of the contents such as unit or theme etc. and time.
    - (b) Each school shall aim at mutual connection among Subject Areas/Subjects or Subjects Areas etc. and be able to provide systematical and developmental instruction.
    - (c) In the case where the schools that provide education for the students with intellectual disability shall provide instruction for Subject Areas/Subjects, Moral education, Tokkatsu (Student-Led Activities) and Jiritsukatsudo partly or as a whole, such schools shall establish the contents of instruction in details based on the contents of Subject Areas/Subjects, Moral education, Tokkatsu (Student-Led Activities) and Jiritsukatsudo in accordance with the state of intellectual disability and experience of the students. Additionally, in the case where the schools that provide education for the students with intellectual disability shall provide instruction for Subject Areas/Subjects, Moral education, Tokkatsu (Student-Led Activities) and Jiritsukatsudo partly or as a whole, such schools shall determine the number of teaching classes appropriately.
  - B Upon providing instruction for Subject Areas/Subjects etc., each school shall prepare individual instruction plan while giving consideration for the following matters, by appropriately grasping the actual condition of individual students.
    - (a) Emphasize on the fundamental matters with consideration to the condition and characteristics of students' disabilities and stage of development of mind and body and learning progress.
    - (b) Make efforts to device and improve teaching method and teaching system in accordance with individual instruction plan prepared for each student and the actual condition of schools in order that the students can certainly obtain the contents of learning including attainment of basic/fundamental knowledge and skills. In doing so, with consideration to the state and characteristics of students' disabilities and stage of development of mind and body and learning progress. strengthen and enrich teaching in responding to individual needs through device and improvement of teaching method and teaching system such as adopting learning activities such as learning by groups, repeated learning,

learning according to the degree of proficiency degree of learning contents, Project Study according to the students' interest, supplementary learning and advanced learning etc. and securing teaching system by the cooperation among teachers, as well as emphasizing individual teaching. In doing so, aim at utilizing information means and educational materials described in Subsection 3, 1, (3).

(6) Matters to be considered regarding career education and vocational education

- A Each school shall give consideration, in order to promote career education and vocational education described in Subsection 5, 1, (3), with consideration to the condition and characteristics of students' disabilities and stage of development of mind and body etc. and the actual condition of schools and communities etc., make efforts to actively obtain cooperation of the people from communities and industries and the relevant organizations that perform duties such as labor etc. as well as to liaise with such communities and industries and the relevant organizations that perform duties such as labor etc., and to actively create the opportunities of work-experience type activities such as adoption of long term on-site practice in the work site etc.
- B In general course, each school give consideration to secure the opportunities of completion of Subject Areas/Subjects relating to appropriate occupation, with consideration to the condition and characteristics of students' disabilities and stage of development of mind and body etc. and the actual condition of schools and communities etc. as necessary.
- C In general course that mainly provides vocational education, the following matters shall be considered.
  - (a) The sufficient number of teaching classes shall be allocated to practical study and experiments for vocationally oriented Subject Areas/Subjects.
  - (b) In the case where special consideration is required to facilitate completion of vocationally oriented Subject Areas/Subjects with consideration to the actual condition of students, each school shall emphasize on selecting basic and core subjects in the fields, device to handle their contents in order that the students can certainly obtain fundamental matters and also provide instruction mainly through practical study and experiments.
- D For vocationally oriented Subject Areas/Subjects, the following matters shall be considered.
  - (a) Work experience type activities shall be able to substitute for vocationally oriented Subject Areas/Subjects. In this regard, it is required that such work experience type activities shall have direct connection with the contents of the subject areas/subjects and be planned as a part of them beforehand and evaluated.
  - (b) Upon providing instruction of Subject Areas/Subjects relating to Agriculture, Fisheries and Home Economics, each school shall pay attention to enhance learning effects by utilizing home projects. In this regard, each school can allocate the home projects to the appropriate number of teaching hours.

4 Transition between undergraduate level and levels of schooling

Upon formulating educational curriculum, each school shall make efforts for transition between undergraduate level and levels of schooling with consideration to the following matters.

- (1) Based on the current National Curriculum Standard of the elemental and lower secondary department of special needs education school or the one for lower secondary departments, each school shall device in order that the education in lower secondary school or learning effects obtained by the education in lower secondary school shall undergo smooth transition to the one in upper secondary school and the

students shall be able to certainly obtain the qualities/abilities aiming at fostering such education by the end of educational stage in upper secondary department.

- (2) Special needs education schools that provide education to students with visual impairment, hearing impairment or physical disability or health impairment shall make efforts to ensure a firm acquisition of the contents of learning at the compulsory education level in accordance with the actual condition of students and schools.
  - A Upon providing instruction of Subject Areas/Subjects, each school shall create learning opportunities aiming at ensuring a firm acquisition of the contents of learning at the compulsory education level.
  - B While ensuring a firm acquisition of the contents of learning at the compulsory education level, in order to enable the students sufficiently to obtain the contents of required subject areas/subjects, each school shall allocate the number of the credits by increasing such number over the limit of standard specified as the standard number of credits.
  - C After having the students complete the school designated subjects etc. set as the Objectives to create a firm foundation of the learning contents at compulsory education level.
- (3) For education in universities and specialized training colleges, education and training organizations etc. and social/vocational autonomy, and life-long learning and living, aiming at smooth transition to the students' future courses after graduation of upper secondary department, through cooperation with relevant educational organizations, companies and welfare facilities etc., each school shall device in order to steadily foster the students' qualities/abilities necessary for the future courses after graduation.

### Subsection 3. Implementation of Educational Curriculum and Learning Evaluation

#### 1 Improvement of classes for realization of self-motivated/interactive and deep learning

Upon providing instruction of Subject Areas/Subjects etc. or Subject Areas etc., the following matters shall be considered.

- (1) In order that the matters described in Subsection 1, 3, (1) to (3) evenly, while anticipating cohesiveness of the contents such as unit or theme etc. and time, each school shall implement improvement of classes for realization of self-motivated/interactive and deep learning.

Especially, each school shall make efforts to enhance learning while paying attention to the fact that the viewpoints and approaches (hereinafter referred to as "Viewpoints and Approaches") to understand the matters in accordance with Subject Areas/Subjects or Subject Areas etc. are trained through understanding and thinking the matters subject to learning by utilizing the knowledge and skills obtained in Subject Areas/Subjects or Subject Areas etc. and demonstrating ability to think, to make decisions, to express themselves etc. and ability toward learning, and human qualities etc. and focusing on the process to formulate the approach by carefully examining information, seek solutions by finding problems and to create things based on the feeling and thinking.
- (2) Each school shall enhance the students' language activities in order to enhance language abilities described in Subsection 2, 2, (1), focusing on Japanese Language as well as organizing language environment necessary for each school, in accordance with the characteristics of Subject Areas/Subjects or Subject Areas etc. Together with this, each school shall enhance reading activities as described in (6).
- (3) In order to enhance ability in information utilization described in Subsection 2, 2,

- (1), each school shall organize the environment necessary to utilize information means such as computer and information communication network and enhance the learning activities that appropriately utilize the above-mentioned means. In addition, each school shall also appropriately utilize educational materials such as various kinds of government statistics data and newspaper, audio-visual materials, and teaching machine etc.
- (4) Each school shall device to systematically adopt the students' activities to anticipate and review their learning.
- (5) Each school shall focus on experimental activities in accordance with the characteristics of Subject Areas/Subjects or Subject Areas etc. and device to implement such activities systematically/continuously in cooperation with homes and local communities, in order that the students can understand such activities while realizing finiteness of life and importance of nature, and the importance of voluntary challenge and cooperation with diversified other people.
- (6) Each school shall make use of its school library systematically and aim at utilization of its function and make efforts to enhance the students' autonomous and voluntary learning activities and reading activities as well as to utilize the school library for realization of the students for realization of self-motivated/interactive and deep learning. Additionally, each school shall make efforts to enhance the learning activities such as collection and appreciation of information that utilizes data, actively aiming at utilization of the facilities such as local libraries and museums, art museums, theaters, and music halls.
- 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 device teaching method and teaching system in order to effectively carry out the learning activities.
- 3 Enhancement of Learning Evaluation  
 Upon implementation of learning evaluation, the following matters shall be considered.
- (1) Each school shall make efforts to evaluate the students' strength and possibilities, and progress state etc. and enable them to realize the meaning and value of what they have learned. Additionally, from the viewpoint of understanding the learning state toward realization of the Objectives Subject Areas/Subjects or Subject Areas etc., each school shall device the scenes and methods for evaluation while anticipating cohesiveness of the contents such as unit or theme etc. and time, evaluate the process and results of learning, make efforts to improve teaching and raise the level of eagerness to study and utilize such teaching to foster the students' qualities/abilities.
- (2) Upon instruction for Subject Areas/Subjects or Subject Areas etc., each school shall appropriately evaluate the state and results of learning implemented based on individual teaching learning, make efforts to improve teaching methods and to provide more effective instruction.
- (3) In order to enhance validity and reliability of learning evaluation through creative efforts, each school shall device for smooth transition of the students learning over the grade level and undergraduate level as well as for promotion of organizational and systematical approaches.

## Subsection 4. Acquisition of Credits and Approval of Graduation

- 1 Special needs education schools that provide education to students with visual impairment, hearing impairment or physical disability or health impairment
  - (1) Approval for acquisition of credits of Subject Areas/Subjects and Period for Inquiry-Based Cross-Disciplinary Study
    - A In the case where the students complete Subject Areas/Subjects in accordance with the instruction plan specified by their schools and their results can be approved as satisfying the Objectives of such Subject Areas/Subjects, their schools should approve the credits of such Subject Areas/Subjects as completed.
    - B In the case where the students complete the Period for Inquiry-Based Cross-Disciplinary Study in accordance with the instruction plan specified by their schools and their results can be approved as satisfying in light of the Objectives specified based on the National Curriculum Standard for Upper Secondary School regarded as conforming to the ones in Chapter 4, their schools should approve the credits obtained relating to Period for Inquiry-Based Cross-Disciplinary Study as completed.
    - C In the case where the students complete one subject or Period for Inquiry-Based Cross-Disciplinary Study for 2 grades or more, in principle, their school should approve completion of credits obtained for Subject Areas/Subjects or Period for Inquiry-Based Cross-Disciplinary Study per grade. Additionally, their schools can approve completion of the credits for each division of grade.
  - (2) The number of credits required for graduation

Each school shall determine the number of credits required for graduation. Its school principal shall approve the entire course of upper secondary department as completed relating to the credits that the results of Tokkatsu (Student-Led Activities) and Jiritsukatsudo are regarded as satisfying in light of their Objectives. In this regard, the number of credits required for graduation shall be 74 or more (the number of teaching hours for Jiritsukatsudo can be included to such number of credits by converting their number of teaching hours into the number of credits.) Additionally, in general course, the number of credits to be acquired relating to the school designated subjects and the subjects related to the school designated classes that can be added to the number of credits required for graduation shall not be able to exceed 20.
  - (3) Approval for completion of the courses of each grade

Consideration shall be given to flexibly perform approval for completion of the course of each grade with the fact that the credit system is also established.
- 2 Special needs education schools that provide education to students with intellectual disability

Each school shall determine the teaching hours of the classes for the subject areas etc. required for graduation, respectively.

The school principal shall approve the entire course of upper secondary department as completed relating to the credits that the results of such subject areas are approved as satisfying in light of their Objectives.

## Subsection 5 Support of Students' Harmonious Development

- 1 Enhancement of teaching that supports students' harmonious development  
Upon formulation and implementation of the educational curriculum, the following matters shall be considered.
  - (1) Each school shall always make efforts to manage homeroom in order to build trusting relationship between the teachers and students and better mutual human relationships among students as the foundation of learning and life. Additionally, it shall support the students' development through both guidance to carry out instruction and aid mainly required in the group scenes with diversified condition of individual students and counselling to provide instruction individually corresponding to the problems that individual students have.
  - (2) Each school make efforts to enhance the student guidance while deepening understanding of the students and connecting with educational guidance in order that the students can build better human relationships while realizing sense of existence for themselves and aim at self-actualization at present and in the future while leading meaningful and satisfying school life.
  - (3) In order that the students can obtain the qualities/abilities as the foundation required for social/vocational autonomy while anticipating the connection between learning and the future of themselves, in accordance with the characteristics of Subject Areas/Subjects or Subject Areas etc. focusing on Tokkatsu (Student-Led Activities). In the meanwhile, in order that the students can select their career independently, by thinking about their way of acting and living as human beings, each school shall carry out organizational and systematical career guidance throughout the entire educational activities of the school. In doing so, sufficient liaison with homes, communities and its relevant organizations that carry out the duties, such as welfare, labor etc. shall be sought.
  - (4) Each school shall make efforts to appropriately understand the characteristics etc. of individual students and help them develop such characteristics through its entire educational activities. Additionally, each school shall make efforts to enable the students to foster the attitude and abilities to think the way of the present and the future and act as well as to select appropriate Subject Areas/Subjects and analogous items and to be better adapted to the life in school and homeroom.
  - (5) 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 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 and cultural and artistic activities all their life, lead rich life, and experience various kinds of sports and cultural and artistic activities in cooperation with local sports associations, cultural and artistic associations, and welfare organizations for disabled people etc.
  - (6) Each school shall give necessary consideration for the students that tend to be behind on learning to selection of Subject Areas/Subjects etc. and handling of their contents and device teaching contents and teaching methods, for example, appropriate application of teaching for the purpose of firm foundation of the learning contents at the compulsory education stage in accordance with the actual state of the students.
  - (7) Each school shall prepare individual educational support plans in order to provide educational support for the 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.
  - (8) Each school shall further enhance the learning effects for the students suffering

from multiple kinds of disabilities (hereinafter referred to as “People 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.

- (9) 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.
  - (10) Upon implementing practical study and experiments, each school shall pay special attention to safety and health.
- 2 Adaptation to school life of the students that have come back from abroad and teaching of Japanese language for the students that have difficulties in learning Japanese
- (1) Each school shall provide appropriate guidance to the students that have come back from abroad such as utilizing life experience in foreign countries as well as making efforts for application to school life.
  - (2) Each school shall organizationally and systematically device teaching contents and teaching methods in accordance with the actual condition of individual students.

#### Subsection 6 Points to be considered for school management

- 1 Improvement of educational curriculum and school evaluation etc., extra-curricular school education activities etc.
  - (1) Each school shall make efforts to implement curriculum management making use of its characteristics, based on the policies determined by its school principal, by appropriately dividing teachers’ roles in line with the system of dividing school duties, through mutual cooperation. Furthermore, each school should pay attention upon implementing evaluation, with consideration that formulation, implementation, and improvement of educational curriculum would become the core of educational activities and school management while linking this to curriculum management.
  - (2) Upon formulation and implementation of educational curriculum, each school shall pay attention in order to carry out effective teaching while linking this to its overall plan in various fields such as basic policies relating to school health plan, school safety plan, overall plan relating to food education and measures to prevention of bullying etc.
  - (3) Each school shall pay attention to promote to establish connection between extra-curricular school education activities and educational curriculum. Especially, each school should pay attention to consider club activities organized as autonomous participation by students, which help the students raise the level of eagerness of learning and foster the students’ qualities/abilities that school education aims at such as cultivating sense of responsibility and sense of unity and to promote to establish connection with educational curriculum. In doing so, in accordance with the actual condition of schools and communities, each school shall device for management such as cooperation with people, and various organizations including social educational facilities and relevant bodies relating to social education and facilitate sustainable management system.
- 2 Coordination and cooperation among homes and local communities and coordination among schools

Upon formulation and implementation of educational curriculum, the following matters shall be considered.

  - (1) Each school shall enhance coordination and cooperation with homes and local communities such as organizing human resources and material system necessary to

implement educational activities while obtaining cooperation by homes and local people in accordance with the actual condition of schools and communities etc. Additionally, it shall establish the opportunities for exchanges over generations in local communities, such as exchanges with the elderly and children of different ages.

- (2) Each school shall foster the students' attitude to live and work together while mutually respecting by establishing the opportunities for joint activities and learning with infants and pupils without disabilities as well as by promoting coordination and exchanges with other special needs education schools, kindergartens, centers for early childhood education and care, nurseries, elementary schools, lower secondary schools, upper secondary schools, and universities etc.

Especially, each school shall actively establish the opportunities to hold activities together with local people as well as to establish the opportunities for joint activities and learning with upper 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 students in upper secondary departments.

- 3 As a result of demands from upper secondary schools, each school shall make efforts to play roles appropriate to 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 students with disabilities and education of the said students and providing educational counselling 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 upper secondary schools etc. as well as organize the systems within school in order to be able to organizationally tackle the issues as the school.

#### Subsection 8. Dealing with Curriculum relating to Students with Multiple Disabilities etc.

- 1 When particularly necessary due to the students' condition of disabilities, the following shall be indicated.
  - (1) A part of the Objectives and contents of Subject Areas/Subjects (Subject Areas in special needs education schools that provide education to students with intellectual disability) may not be dealt with.
  - (2) A part of the Objectives and contents of Subject Areas/Subjects (Subject Areas in special needs education schools that provide education to students with intellectual disability) for upper secondary department may be substituted by a part of the matters relating to the Objectives and contents of Subject Areas for lower secondary department or elementary department equivalent to the said Subject Areas/Subjects.
  - (3) For the subject area of foreign language of the special needs education schools that provide education to students with visual impairment, hearing impairment or physical disability or health impairment, a part of the Objectives and contents of foreign language activities indicated in the National Curriculum Standard for Elementary Department/Lower secondary Department may be adopted.
- 2 Among the students that learn in the special needs education schools for upper secondary department that provide education to students with intellectual disability, the ones that have learned the contents and achieve the Objectives indicated in the two stages of upper secondary department may adopt a part of the Objectives and contents of the Subject Areas/Subjects indicated in Chapter 2 of the National Curriculum Standard for Upper Secondary School or the he Subject Areas/Subjects

indicated in Chapter 2 of the National Curriculum Standard, the Subject Areas/Subjects indicated in Chapter 2 of the National Curriculum Standard of Lower Secondary School or the Subject Areas indicated in Chapter 2 of the National Curriculum Standard of elementary department and foreign language activities indicated in Chapter 4. Additionally, the ones that learn the contents of the Subject Areas mainly established in technical courses may adopt a part of the Objectives and contents indicated in Chapter 3 of the National Curriculum Standard for Upper Secondary School.

- 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, the following shall be indicated.
  - (1) A part of Subject Areas/Subjects or Subject Areas/Subjects may be substituted by the Objectives and contents of the subject areas or the subject areas of the special needs education schools that provide education for the students with intellectual disability indicated in Chapter 2, Section 2, Subsection 1 and 2 equivalent to the said Subject Areas/Subjects. In this regard, the subject areas indicated in Chapter 2, Section 2, Subsection 1 and 2 that are completed and substituted by Subject Areas/Subjects shall be calculated by setting one credit time as 50 minutes and the classes of 35 credit hours as one credit as a standard.
  - (2) If especially necessary due to the students' condition of disabilities, completion of the subject areas of the special needs education school that provide education for the students with intellectual disability indicated in Subsection 2, 3, (2) may be approved.
  - (3) The principal shall, according to (2), approve the completion of the entire course of upper secondary department of the students that complete the subject areas of the special needs education school that provide education for the students with intellectual disability indicated in Subsection 2, 3, (2) and their results may be approved as satisfying in light of their Objectives.
- 4 If especially necessary for any student that suffers from multiple disabilities due to the condition of his/her disability, the following shall be indicated.
  - (1) Each school may provide instruction by substituting the one focusing on Jiritsukatsudo for a part of Subject Areas/Subjects or the Objectives and contents of Tokkatsu (Student-Led Activities) (Subject Areas, Moral education or Tokkatsu (Student-Led Activities) in the special needs education schools that provide education for the students with intellectual disability) ,or Subject Areas/Subjects or Period for Inquiry-Based Cross-Disciplinary Study (Subject Areas or Period for Inquiry-Based Cross-Disciplinary Study in the special needs education schools that provide education for the students with intellectual disability). In this regard, the number of teaching classes shall be appropriately specified in line with the actual situation.
  - (2) The principal shall approve the completion of the entire course of upper secondary department of the students that complete the subject areas by substituting the one focusing on Jiritsukatsudo for a part of Subject Areas/Subjects or the Objectives and contents of Tokkatsu (Student-Led Activities) (Subject Areas, Moral education or Tokkatsu (Student-Led Activities) in the special needs education schools that provide education for the students with intellectual disability) ,or Subject Areas/Subjects or Period for Inquiry-Based Cross-Disciplinary Study (Subject Areas or Period for Inquiry-Based Cross-Disciplinary Study in the special needs education schools that provide education for the students with intellectual disability) and their results may be approved as satisfying in light of their Objectives.
- 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 following shall be indicated.

- (1) The matter indicated in 1, 2, 3 (1) or (2), or 4 (1) may be implemented.
  - (2) If especially necessary, the number of teaching classes in accordance with the actual situation shall be appropriately specified.
  - (3) The principal shall, based on the learning results of the students, approve their completion of the entire course of upper secondary department.
- 6 For the 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 students receive a part of Subject Areas/Subjects as correspondence education, the number of correspondence correction course and face-to-face instruction per credit etc. (in the special needs schools that provide education for the students with intellectual disability, the number of correspondence correction course and face-to-face instruction equivalent to a part of the number of teaching hours of Subject Areas to be provided as correspondence education.) shall be specified in accordance with the actual situation.

### Subsection 9 Advanced Course

- 1 The standard Subject Areas/Areas in the advanced course of special needs education schools that provide education for the students with visual impairment or hearing impairment shall be shown in the following table. In the special needs education schools that provide education for the students with visual impairment or hearing impairment, if especially necessary for the subject areas listed in the following table, the subjects other than the ones that belong to these shall be able to be established.

	Subject Areas	Subjects
	Health Acupuncture	Medical Care and Community, Human Body Structure and Function, Formation of Disease and Prevention, Life and Diseases, Basic Health Acupuncture, Clinical Health Acupuncture, Health Acupuncture Community and Health Acupuncture Management, Basic Practice for Health Acupuncture, Clinical Training for Health Acupuncture, Health Acupuncture Information, Project Study
Special needs education schools that provide education for the students with visual impairment	Acupuncture	Medical Care and Community, Human Body Structure and Function, Formation of Disease and Prevention, Life and Diseases, Basic Acupuncture, Clinical Acupuncture, Acupuncture Community and Health Management, Basic Practice for Acupuncture, Clinical Training for Acupuncture, Acupuncture Information, Project Study
	Physical Therapy	Human Body Structure and Function, Diseases and Disorders, Health, Medical care, Welfare and Rehabilitation, Basic Physical Therapy, Physical Therapy Management, Physical Therapy Evaluation, Physical Therapy treatment, Physical Therapy Community, Clinical Training for Physical Therapy, Physical Therapy Information, Project Study
Special needs education schools that provide education for the students with hearing impairment	Hair Dressing/Cosmetic	Related Laws and Regulations/Systems, Hygiene Management, Health, Perfumery and Cosmetics Chemistry, Theory of Culture, Theory for Hair Dressing and Cosmetic Technique, Operational Management, Hair Dressing Practice, Cosmetic Practice, Hair dressing and Cosmetic Information, Project Study
		Laws and Regulations Related to Dental Techniques, Outline for Dental Technique, Dental Science and Engineering, Anatomy of the Teeth, Stomatognathic Function Science, Plate Denture Technology, Crown

	Dental Technique	Restoration Technology, Orthodontic Technology, Pediatric Dentistry Technique, Training for Dental Technology, Dental Technique Information, Project Study
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2 In the advanced courses of the special needs education schools that provide education for the students with visual impairment or hearing impairment, if especially necessary for the subject areas listed in the following table, the subject areas, and subjects other than the ones listed in the Table 1 shall be able to be established.

## Chapter 2 Subject Areas

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

#### Subsection 1 The Objectives of Subject Areas and the Objectives and Contents of Subjects

The Objectives of Subject Areas and the Objectives and contents of Subjects shall correspond to the Objectives of the subject areas indicated in Chapter 2 and 3 of the National Curriculum Standard for upper secondary school corresponding to the said Subject Areas and Subjects and the Objectives and contents of Subjects. Besides, they shall be in accordance with the indications of Subsection 3 to 5 for the special needs education schools that provide education for the students with visual impairment, and with the ones of Subsection 6 to 9 for the special needs education schools that provide education for the students with hearing impairment.

#### Subsection 2 Designing teaching plans and Dealing with the Contents relating to Subjects

Designing teaching plans and dealing with the contents relating to Subjects shall correspond to the ones indicated in Chapter 2 and 3 of the National Curriculum Standard for Upper Secondary School. Besides, they shall be in accordance with the indications of Subsection 3 to 5 for the special needs education schools that provide education for the students with visual impairment, and with the ones of Subsection 6 to 9 for the special needs education schools that provide education for the students with hearing impairment. However, the following matters shall be especially considered with full consideration to the students' condition and characteristics of disabilities and their stages of the development of mind and body.

- 1 Special needs education schools that provide education to students with visual impairment
  - (1) Each school shall endeavor to make the students obtain appropriate understanding and cultivate rich expressions through braille and characters in accordance with the condition of the students' visual impairment. Additionally, it shall provide appropriate teaching for the students that learn by always using braille in order to further promote understanding the meaning and constitution of Chinese characters/Chinese words.
  - (2) Regarding the events and the skills that are difficult to understand and learn without visual images, each school shall promote to deepen the students' understanding and learning by devising the teaching methods such as giving detailed examples.
  - (3) Each school shall select the teaching contents appropriately and carefully and implement teaching in order that the students can deepen their thought as well as certainly learn the basic/fundamental matters in accordance with the condition of the students' visual impairment.
  - (4) Each school shall devise the teaching methods with consideration to the students' 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 students to carry out active learning activities with expectation by considering in order that the students can appropriately grasp the condition of the situations and process of activities by utilizing the concept of space and time.
- (6) In the case where the students who graduate from upper secondary schools etc. enter special courses or graduate courses after going through social experience, each school shall devise to provide the teaching contents based on such social experience etc.

## 2 Special needs education schools that provide education to pupils with hearing impairment

- (1) Each school shall endeavor to develop abilities for abstract thinking and logical thinking as well as to promote independent language activities by making the best use of the students' interests/concerns.
- (2) Each school shall promote to foster appropriate reading habits and the ability to express by writing, independently collect/obtain information, and the attitude to appropriately select/utilize such information in accordance with the students' language ability.
- (3) Each school shall devise the teaching methods in order to enable the students to communicate accurately and effectively by making use of sound, characters, sign language and fingerspelling etc. appropriately and adopting learning activities such as presentation and discussion between students actively in accordance with the condition of the students' hearing impairment.
- (4) Each school shall endeavor to develop effective learning activities by making the best use of students' remaining hearing through the use of hearing aid and cochlea implant etc. in accordance with the condition of the students' 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 students' language ability.
- (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 students 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 students' 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 students' physical movement and characteristics of their cognition and learning state of the contents of Subject Areas/Subjects etc.
- (3) Each school shall devise the teaching methods in accordance with the students' 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 students' body and their condition of communication etc.

- (5) Upon teaching Subject Areas/Subjects, 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 systematically 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 students' 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 students' abilities toward learning while deepening autonomous self-understanding independently.
- (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 students' 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 students' 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 students nor restrict such activities beyond necessity with consideration to the condition of the students' diseases etc.
- (6) For the students 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 3. Health Acupuncture

#### 1 Objectives

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By utilizing point of view/way of thinking of Health Acupuncture and implementing practical/experiential learning activities, through anma, massage, finger pressure, efforts shall be made as follows to foster the qualities/abilities necessary for the students as members of the workforce to support health care/medical care/welfare of local communities and society and contribute to maintenance of people's health and disease treatment.

- (1) Each school shall endeavor to enable the students to coherently/systematically understand anma, massage, finger pressure and to acquire the skills relevant there to as well.

- (2) Each school shall enable the students to find the problems relating to anma, massage, finger pressure and cultivate the abilities to reasonably and creatively solve the problems based on ethical perspective required for members of workforce.
- (3) Each school shall make efforts to foster rich humanity necessary as embers of the workforce, to voluntarily learn aiming at establishing better society and to cultivate the students' attitude to contribute to maintenance and promotion of people's health and disease treatment independently and cooperatively.

## 2 Subjects

### [ Medical Care and Community ]

#### 1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture and implementing practical/experiential learning activities, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to understand the relationships coherently/systematically between Medical Care and Community.
- (2) Each school shall enable the students to find the problems relating to anma, massage, finger pressure and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners.
- (3) Each school shall make efforts to voluntarily learn the relationships between medical treatment and society aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

#### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

##### [Teaching items]

- (1) History of medical science, medical care, and Health Acupuncture
  - a History of medical science and medical care in western countries, China, and Korea.
  - b History of medical science, medical care, and Health Acupuncture in Japan.
- (2) Summary of social security system
  - a Field of medicine
  - b Concept of social security
  - c Summary of social insurance system
  - d Summary of welfare program for the handicapped
  - e Public health administration
- (3) Current condition and issues of Health Acupuncture
  - a Concept of Health Acupuncture
  - b Medical care provision system and integrated community care system
  - c Current condition and issues of the duties of Health Acupuncture
  - d Health Acupuncture in various countries
- (4) Act on Practitioners of Massage, Finger Pressure, Acupuncture and Moxacauterization, etc.
  - a History of the act
  - b Main contents of the act
- (5) Summary of the relevant laws and regulations

- a Laws and regulations related to medical practice
- b Other relevant laws and regulations
- (6) Ethics for anma, massage and finger pressure practitioners acupuncture and moxibustion practitioners
  - a Ethics for medical professionals
  - b Ethics for Health Acupuncture duties

### 3 Dealing with the contents

- (1) Upon dealing with the contents of the subject, the following shall be considered.
  - a Upon teaching the contents, the positioning in the medical care of Health Acupuncture shall be dealt with based on the history and current situation of other medical science other than Health Acupuncture and the current situation of Health Acupuncture in other countries in order to promote the sufficient understanding.
  - b Teaching of (2), (3) and (6) of〔teaching items〕 shall be provided with consideration to the relationship with “Local Health Acupuncture and Health Acupuncture Management”.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - (1) Upon dealing with the contents of the subject, the following shall be considered.
    - a Regarding (1), b of〔teaching items〕, the modern and current history of Health Acupuncture shall be emphasized.
    - b Regarding (2), b of〔teaching items〕, the issues and prospective of society in Japan where the birthrate is falling and the population is aging shall be dealt with. Regarding c, the summary of the system shall be dealt with centering on medical insurance (including medical expenses.), nursing insurance and main public funded health care.
    - c Regarding (3), a of〔teaching items〕, while connecting with importance of primary care in local medical care and labor health, the role and meaning of Health Acupuncture in modern society shall be dealt with. Regarding B, the meaning of Specialists Teams collaboration in integrated community care system as well as kinds of medical institution and qualification, license and scope of duties. Regarding C, regarding the current situation and issues of Health Acupuncture duties, based on relevant statistics and data, teaching shall be conducted in order that the students can acquire basic knowledge to appropriately deal with medical expenses.
    - d Regarding (5), a of〔teaching items〕, the outline of Medical Service Law and Medical Practitioner’s Law etc. shall be dealt with. Regarding B, the outline of laws related to securing the medical treatment of the elderly and Public Nursing Care Insurance Law etc. shall be dealt with.
    - e Regarding (6) of〔teaching items〕, specific teaching shall be provided in order to promote sufficient understanding the mental attitude and sense of ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners, teaching for rights of patients, compliance with legislation and communication abilities etc. shall be specifically provided.

## [ Human Body Structure and Function ]

### 1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture, through the practical/experiential learning activities regarding Human Body Structure and Function, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant

techniques as well as to understand Human Body Structure and Function coherently/systematically.

- (2) Each school shall enable the students to find the problems relating to Human Body Structure and Function and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners.
- (3) Each school shall make efforts to voluntarily learn Human Body Structure and Function aiming at becoming anma, massage, finger pressure practitioners that support local communities and society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Basics of anatomical physiology
  - a Meaning of anatomical physiology.
  - b Division of body surface
  - c Cells
  - d Development of human body
  - e Tissues
  - f Organ and organ system
- (1) Structure and function for each system
  - a Locomotorium system
  - b Digestive system
  - c Respiratory system
  - d Urinary/genital system
  - e Endocrine system and metabolism
  - f Circulatory system
  - g Nervous system
  - h Sense organ
- (3) Coordination of biological function
  - a Systemic coordination
  - b Biological defense mechanism
- (4) Kinematics
  - a Fundamental kinematics
  - b Structure and function of joints

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the subject, in order that understanding of structure and function of human body is not inclined toward knowledge, each school shall adopt experiments/practical training.
  - b Regarding (2) of〔teaching items〕, consideration shall be given by effectively utilizing specimens and models in order to strengthen the effects of teaching.
  - c Regarding (3) of〔teaching items〕, teaching shall be provided with consideration the relationship with “Formation of Disease and Prevention”.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding (2) of〔teaching items〕, teaching shall be provided by focusing on a and g that has a close relation with treatment.
  - b Regarding (4) of〔teaching items〕, the respective structure and function of shoulder joint, elbow joint, hand joint, hip joint, knee joint, and foot joint shall be mainly dealt with.

## [ Formation of Disease and Prevention ]

### 1 Objectives

By utilizing point of view/way of thinking and implementing practical/experiential learning activities, through the practical/experiential learning activities Formation of Disease and Prevention, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to understand Formation of Disease and Prevention necessary coherently/systematically for conducting treatment.
- (2) Each school shall enable the students to find the problems relating to Formation of Disease and Prevention and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners.
- (3) Each school shall make efforts to voluntarily learn human Formation of Disease and Prevention aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

#### [Teaching items]

- (1) Outline of hygienics/public health
  - a Meaning of hygienics/public health
  - b History of hygienics/public health
- (2) Maintenance and promotion of health and life
  - a Concept of health
  - b Lifestyle and health
  - c Stress and health
- (3) Lifestyle related disease
  - a Concept of lifestyle related disease
  - b Generating factor of lifestyle related disease
  - c Protective measure for lifestyle related disease
- (4) Living environment and pollution
  - a Environment and health
  - b Local environmental hygiene
  - c Pollution
- (5) Infection disease
  - a Concept of infection disease
  - b Generating factor of infection disease
  - c Protective measure for infection disease
- (6) Disinfection
  - a General disinfection
  - b Kind and method of disinfection
  - c Application of disinfection
- (7) Epidemiology and public health statistics
  - a Fundamental epidemiology
  - b Fundamental public health statistics
  - c Main public health statistics
- (8) Industrial hygiene, mental health, and maternal and child health
  - a Industrial hygiene
  - b Mental health

- c Maternal and child health
- (9) General epidemic
  - a Concept of epidemic
  - b Classification of epidemic
  - c Epidemic and symptom
  - d Process, prognosis, and outcome of epidemic
- (10) Cause of epidemic
  - a Meaning of cause of epidemic
  - b Classification of cause of epidemic
  - c Advancing age and aging
- (10) Abstract of lesions
  - a Circulatory disorder
  - b Regressive lesion
  - c Progressive lesion
  - d Inflammation
  - e Tumors
  - f Immunologic abnormality and allergy

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a The contents of [teaching items] (6) shall be practically dealt with while relating to “Basic Practice for Health Acupuncture” and “Clinical Training for Health Acupuncture”.
  - b The contents of [teaching items] (9) to (11) shall be taught in order that the students can understand pathological mechanism for diseases and complaints and acquire basic abilities relating to determination for adaptation of treatment.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a The contents of [teaching items] (6) shall be dealt with by especially connecting with lifestyle diseases. The contents of c shall be dealt with by connecting with industrial hygiene.
  - b The contents of [teaching items] (5) shall be dealt with, while considering the latest information, disease by focusing on avoidance of development factor representative diseases. Regarding c, immunology shall also be dealt with.
  - c In the contents of [teaching items] (7) c, the statistics that have close relationship with Health Acupuncture etc. shall be dealt with.
  - d The contents of [teaching items] (9) shall be taught while adopting the concept of unhealthy state and ill health before symptoms appear of oriental medicine.

## [ Life and Diseases ]

### 1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture, through the practical/experiential learning activities relating to the relationship between diseases and daily life, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand the connection coherently/systematically between diseases and daily life necessary to conduct treatment.
- (2) Each school shall enable the students to find the problems relating to the connection between diseases and daily life and cultivate the abilities to reasonably

and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners.

- (3) Each school shall make efforts to voluntarily learn the connection between diseases and daily life aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Diagnosis method
  - a Meaning of diagnosis
  - b Kinds of diagnosis method
  - c Outline of clinical examination
- (2) Diagnosis of major symptoms
  - a Headache
  - b Stiff shoulder
  - c Omalgia (Pain of shoulder joint)
  - d Pain of jaw, shoulder, and arms
  - e Lumbago (Low back pain)
  - f Low back and leg pain
  - g Gonalgia
  - h High blood pressure and low blood pressure
  - i Mental and physical fatigue
  - j Other symptoms
- (3) Treatment method
  - a Fundamental treatment method
  - b Treatment method in practice
- (4) Clinical Psychology
  - a General clinical psychology
  - b Outline of psychotherapy
- (5) Outline for category of diseases and disorders by system
  - a Diseases of motor system
  - b Diseases of nervous system
  - c Diseases of respiratory system
  - d Diseases of blood/circulatory system
  - e Disease of digestive system
  - f Diseases of urinary and genital system
  - g Endocrine/metabolic diseases and vitamin deficiency disease
  - h Infections
  - i Other diseases
- (6) Rehabilitation in general
  - a Concept and history of rehabilitation
  - b Medical rehabilitation and rehabilitation medicine
  - c Diagnosis, evaluation, treatment plan and record
- (7) Rehabilitation for major diseases
  - a Diseases of motor system
  - b Diseases of nervous system
  - c Diseases of respiratory system
  - d Diseases of blood/circulatory system
- (8) Outline of functional training

- A Joint motion range training
- B Muscle strengthening training
- C ADL (Activities of Daily Living) training

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents of these teaching items, the system of modern medical science such as preventive medicine, curative medicine and rehabilitation medicine shall be considered.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A The contents of〔teaching items〕(1) shall be taught while considering the relationship with practical training and “Clinical Health Acupuncture” by focusing on the matters that have close direct relationship with Health Acupuncture. Regarding C, immunology shall also be dealt with. For the contents of C, the examination methods and the meaning of data etc. shall be dealt with as medical knowledge.
  - B The contents of〔teaching items〕(2) shall be taught by dealing with pathologic physiology of the symptoms and differential diagnosis in order that the students can make use of the contents to appropriately determine the treatment.
  - C Regarding the contents of〔teaching items〕(3) B, representative treatment methods and the disease applications shall be mainly dealt with.
  - D Regarding the contents of〔teaching items〕(5), the cause, symptoms, and treatment methods of diseases from the standpoint of modern medical science shall be mainly taught. Additionally, for the treatment of diseases, such contents shall be dealt with by connecting with “Clinical Health Acupuncture”, as well as considering the relationship with effectiveness of the treatment and focusing on the matters that have close direct relationship with Health Acupuncture.
  - E Regarding the contents of〔teaching items〕(6), the process of rehabilitation as team medical care shall be taught by adopting introduction of cases and study tours to rehabilitation facilities etc.
  - F Regarding the contents of〔teaching items〕(7), the matter of A to C shall be dealt with by focusing on the matters that have close direct relationship with Health Acupuncture with consideration to the actual situation of the local medical care and at-home nursing care.
  - G The contents of〔teaching items〕(8) shall be dealt with by including techniques for nursing that are conducted in the facilities covered by long-term care insurance.

## [ Basic Health Acupuncture ]

### 1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture, through the practical/experiential learning activities relating to fundamental Health Acupuncture, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand fundamental Health Acupuncture coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to fundamental Health Acupuncture and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn fundamental Health Acupuncture aiming at becoming anma, massage, finger pressure practitioners that

support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Fundamental oriental medical science
  - A Meaning and characteristics of oriental medical science
  - B Theory of Five Elements in Yin-Yang
  - C Theory of viscera and channels
  - D Aeremia, nutrients and defenses, and fluid
  - E Pathogenesis
  - F Signs
- (2) Diagnosis and treatment of oriental medicine
  - A Japanese traditional medical diagnosis and treatment
  - B Modern traditional Chinese medical diagnosis and treatment
- (3) Channels and acupuncture points
  - A Viscera and channels and their afflux
  - B Acupuncture points of fourteen vessels
  - C Other specific points
- (4) Channels, acupuncture points and modern medical science
  - A Modern medical scientific study of channels, acupuncture points
  - B Relevant reactive points reactive zone
- (5) Outline of Health Acupuncture treatment
  - A Anma massage
  - B Massage
  - C Finger pressure therapy
  - D Clinical application of Health Acupuncture
- (6) Theory of treatment efficacy and related studies of Health Acupuncture treatment
  - A Stimulus transmission
  - B Impact on body tissue/organs
  - C Vital reaction and treatment efficacy mechanism
  - D Relevant theory

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, they shall be dealt with based on the results of the studies relating to Health Acupuncture and consideration shall be given in order to enable the students to foster inquiring attitude relating to Health Acupuncture.
  - B The contents of〔teaching items〕(1) to (4) shall be taught by focusing on the relationship with Health Acupuncture treatment.
  - C The contents of〔teaching items〕(6) shall be dealt with while considering the relationship with “Human Body Structure and Function”. Additionally, they shall be taught from the viewpoint of medical practice of Health Acupuncture by synthesizing (4) and the results of studies.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A The contents of〔teaching items〕(2), A shall be taught by focusing on medical interviews and palpation and adopting practical training. The contents of B shall be dealt with centering on principle of treatment and treatment methods based on

physiology and pathology of viscera.

- B The contents of〔teaching items〕(5) shall be taught while adopting basic techniques and having the students understand the characteristics of such techniques and determining the applications of treatment in medical practice. Regarding A to C, major treatment methods with bare hands in various countries shall be dealt with. Regarding D, while considering disease state, comprehensive treatment methods shall be dealt with in which the contents of A to C are appropriately combined with.
- C The contents of〔teaching items〕(6), A to C shall be dealt with especially from the viewpoint of medical significance of action by stimulus to and vital reaction of diseases of motor system and internal organs system and applications to medical practice.

## [ Clinical Health Acupuncture ]

### 1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture, through the practical/experiential learning activities relating to Clinical Health Acupuncture, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Clinical Health Acupuncture coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to clinical Health Acupuncture and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics.
- (3) Each school shall make efforts to voluntarily learn Clinical Health Acupuncture aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### [Teaching items]

- (1) Basic Clinical Health Acupuncture
  - A Meaning and roles of Clinical Health Acupuncture
  - B Psychology of subject to be treated and reaction by practitioners
- (2) Principle of diagnosis and treatment in oriental medicine
  - A Diagnosis
  - B Determination of application of treatment
  - C Treatment planning
  - D Principle of treatment
  - E Record
- (3) Fundamental vital observation
  - A Touch examination of bones
  - B Touch examination of muscle
  - C Touch examination of joints
  - D Touch examination of nerves and blood vessels
- (4) Health and Health Acupuncture treatment
  - A Health concept and disease concept
  - B Health Acupuncture treatment for maintenance and promotion of health
  - C Health Acupuncture treatment for prevention of lifestyle diseases
  - D Other health treatment

- (5) Health Acupuncture treatment for major symptoms
  - A Headache
  - B Stiff shoulder
  - C Omalgia (Pain of shoulder joint)
  - D Pain of jaw, shoulder, and arms
  - E Lumbago (Low back pain)
  - F Low back and leg pain
  - G Gonalgia
  - H High blood pressure and low blood pressure
  - I Mental and physical fatigue
  - J Other symptoms
- (6) Health Acupuncture treatment for major diseases
  - A Diseases of motor system
  - B Diseases of nervous system
  - C Diseases of respiratory system
  - D Diseases of blood/circulatory system
  - E Disease of digestive system
  - F Diseases of urinary and genital system
  - G Endocrine/metabolic diseases and vitamin deficiency disease
  - H Infections
  - I Other diseases
- (7) Health Acupuncture treatment for the elderly
  - A Characteristics of function of body and mind for the elderly
  - B Health Acupuncture treatment for major symptoms of the elderly
  - C Health Acupuncture treatment for the elderly requiring support/requiring nursing care
- (8) Health Acupuncture in sports field
  - A General sports injury/athletic injury
  - B Prevention and management of sports injury/athletic injury
  - C Health Acupuncture for major sports injury/athletic injury
- (9) Health Acupuncture treatment in industrial hygiene
  - A Work and health
  - B Duties and roles of anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners in offices
  - C Health Acupuncture treatment for major occupation-induced diseases

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, each school shall pay attention to the mutual connection between the contents in order to cultivate clinical concept in which knowledge and techniques of oriental medicine and contemporary medicine are integrated.
  - B Upon teaching these contents, consideration shall be given to the relation to practical training in “Basic Training for Health Acupuncture”.
- (2) Upon dealing with the contents, the following shall be considered.
  - A The contents of [teaching items] (1) B shall be dealt with in order that the students can understand the foundation of clinical psychology and the basics of communication skills necessary for establishment of relationship of trust with subjects to be treated.
  - B The contents of [teaching items] (4) shall be dealt with based on the shall be taught while adopting the concept of unhealthy state and ill health before symptoms appear of oriental medicine.
  - C Regarding the contents of [teaching items] (4) to (7), each school shall provide

teaching the mechanism and process of the symptoms for each disease in order that the students can determine the applications of treatment while connecting with pathophysiology.

- D The contents of〔teaching items〕(5) and (7) shall be taught by including the methods for health guidance, daily life guidance and emergency measures as well as by relating to the symptoms and diseases adopted by “Life and Diseases”.
- E Regarding the contents of〔teaching items〕(7) C, care for stroke model and disuse atrophy model shall be especially dealt with.
- F Regarding the contents of〔teaching items〕(8), emergency measures and the basic of taping shall be dealt with.

## [ Health Acupuncture Community and Health Acupuncture Management ]

### 1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture, through the practical/experiential learning activities relating to local Health Acupuncture and Health Acupuncture management, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand local Health Acupuncture and Health Acupuncture management coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to local Health Acupuncture and Health Acupuncture management and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners.
- (3) Each school shall make efforts to voluntarily learn local Health Acupuncture and Health Acupuncture management aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students’ attitude to work on reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### [Teaching items]

- (1) Aging society with a declining birthrate and social security
  - A Current state and trend of aging population and decreasing birthrate
  - B Current state and issues of medical security and care protections
- (2) Local communities and Health Acupuncture
  - A History of local medical treatment
  - B Concept of local Health Acupuncture
  - C Medical treatment and nursing care of local communities
- (3) Duties of local Health Acupuncture and social insurance
  - A Health Acupuncture duties and medical expenses
  - B Health Acupuncture duties and medical treatment fees
  - C Health Acupuncture duties and long-term care fees
- (4) Health Acupuncture and management
  - A General management
  - B Preparation for opening treatment place
  - C Employment of the disabled and subsidy system for the disabled
  - D Administration and operation for management
  - E Develop and actual situation of management

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, while paying attention to the relationship with "Medical Care and Community", each school shall enable the students to understand the roles and meaning of Health Acupuncture in local communities.
  - B Regarding the contents of〔teaching items〕(3), the basic approach relating to the system and compliance with legislation shall be taught.
- (2) Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.
  - A The contents of〔teaching items〕(1) A shall be dealt with based on the latest statistics and data.
  - B Regarding the contents of〔teaching items〕(4), the actual basic matters shall be dealt with.

## [ Basic Practice for Health Acupuncture ]

### 1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture, through the practical/experiential learning activities relating to fundamental medical practice, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant fundamental techniques as well as to understand the fundamental medical practice coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to the fundamental medical practice and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn the fundamental medical practice aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### [Teaching items]

- (1) Hygiene and safety management necessary for treatment
  - A Control of treatment room
  - B Hygiene maintenance of practitioners
  - C Risk management
- (2) Fundamental skills practice and practical training for anma, massage, finger pressure
  - A Basic technique of anma massage and treatment for each part of human body
  - B Basic technique of massage and treatment for each part of human body
  - C Basic technique of finger pressure therapy and treatment for each part of human body
- (3) Application skills practice and practical training for Health Acupuncture
  - A Practical training for medical interview
  - B The actual state of evaluation and physical examination
  - C Application of exercise therapy
  - D Application of physical therapy

- (4) Comprehensive skills practice and practical training for Health Acupuncture
  - A Fundamental comprehensive skills practice
  - B Comprehensive skills practice and practical training for major symptoms/diseases

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A The contents of〔teaching items〕(1) shall be dealt with in order that such items are habituated throughout this subject as a whole. The contents of C shall be dealt with in order that the students can conduct appropriate safety management for malpractice prevention of treatment.
  - B The contents of〔teaching items〕(2) shall be taught in order that the students can conduct basic treatment while connecting with other subjects.
  - C The contents of〔teaching items〕(3) and (4) shall be taught in order that the students can conduct practical treatment by generally understanding the state of diseases from both sides of contemporary medicine and oriental medicine. Additionally, consideration shall be given to the contents of〔teaching items〕(3) in order that the students can obtain preparedness and practical abilities to provide safe treatment in the position of the patients. Regarding〔teaching items〕(4) B valuation relating to skills practice of treatment before clinical practical training.
- (2) Upon dealing with the scope and degree of the contents, the following shall be considered.
  - A The contents of〔teaching items〕(1) shall be dealt with focusing on the actual state of disinfection and
  - B Regarding the contents of〔teaching items〕(2), the basics of training method etc. shall be dealt with as well.
  - C Regarding the contents of〔teaching items〕(4) B, the actual state of the treatment for the symptoms and diseases that are dealt with in〔teaching items〕(5) and (6) of “Clinical Health Acupuncture” shall be dealt with by positioning as introduction to clinical practical training.

## [ Clinical Training for Health Acupuncture ]

### 1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture, through the practical/experiential learning activities relating to medical practice, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant technique as well as to understand medical practice coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to medical practice and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn medical practice aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

{Teaching items}

- (1) On-campus practical training
  - A Practitioners and subjects to be treated
  - B Actual state of treatment
  - C Description and management of medical charts
  - D Examination of cases
- (2) Off-campus practical training
  - A Meaning of off-campus practical training
  - B Actual state of off-campus practical training
  - C Actual state of training on management

3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching, consideration shall be given to foster sense of ethics, career views as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners, such as informed consent and confidentiality obligation for patients, appropriate management methods for medical record etc., as well as the aspects of treatment techniques.
  - B The contents shall be taught aiming at the connection with local health organizations/medical institutions/welfare institutions.
  - C Allocation of the grade to have credits for and the number of teaching hours of on-campus practical training and off-campus training shall be flexibly dealt with in accordance with the actual state of students and the situation of practical training/study tours to facilities etc.
  - D Regarding the contents of {teaching items} (2), the facilities suitable for practice of Health Acupuncture shall be selected and sufficient liaison and coordination with the said facilities shall be aimed at.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of {teaching items} (1), consideration shall be given to teaching system etc. in order to provide teach elaborately as well as to select appropriate cases according to the proficiency of the students' clinical practical training. Regarding the contents of D, understanding of disease state, determination of adaptation, examination of treatment methods and treatment effects and examination of risk etc. shall be dealt with.
  - B The contents of {teaching items} (2) B shall be planned in order to provide the practical training corresponding to study tours to facilities for understanding various kinds of relevant duties of Health Acupuncture and the students' desirable career courses. The contents of C shall be specifically taught in order that actually basic knowledge relating to management of treatment office can be fostered, through the talks by people with rich clinical experience and study tours to treatment place, and simulated management practical training etc., including the actual handling of insurance.

{ Health Acupuncture Information }

1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture Information, through the practical/experiential learning activities relating to medical practice, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant technique as well as to understand Health Acupuncture Information coherently/systematically.

- (2) Each school shall enable the students to find the problems relating to Health Acupuncture Information and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn Health Acupuncture Information aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to independently and cooperatively work on solving problems relating to maintenance and promotion of people's health and disease treatment.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Ethics and responsibility of information society
  - A Characteristics of information society
  - B Ethics of information society
  - C Responsibility of individuals that deal with information
- (2) Utilization and management of information in Health Acupuncture
  - A Information of the field of health care, welfare services
  - B Characteristics of information system
  - C Use of information
  - D Information management
- (3) Solving issues in Health Acupuncture
  - A Information collection corresponding to issues
  - B Information analysis and methods to solve issues
  - C Communication method of information

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Each school shall make efforts to foster the students' abilities to determine reliability of information and information moral in order that the students can appropriately use of information and information network by adopting various themes and data through practices corresponding to development of information techniques.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of〔teaching items〕(1), protection of intellectual property including personal privacy and copyright, information management by individuals and responsibility relating to information transmission shall be dealt with relating to legislation.
  - B Regarding the contents of〔teaching items〕(2), the examples in the region shall be dealt with for the characteristics and utilization of information and communication network shared by the parties engaged in public health and welfare. Additionally, the contents shall be dealt with by connecting with the legislation regarding significance of information security in work.
  - C Regarding the contents of〔teaching items〕(3), the practices shall be implemented where the students can independently determine the issues, collect, and analyze information, carry out modelling toward solution of issues, simulation and programming, and devise and discuss communication methods based on information design etc.

〔 Project Study 〕

### 1 Objectives

By utilizing point of view/way of thinking of Health Acupuncture, through the practical/experiential learning activities, efforts shall be made as follows to foster the qualities/abilities necessary for the students as members of the workforce to support health care/medical care/welfare of local communities and society and contribute to maintenance of people's health and disease treatment.

- (1) Each school shall endeavor to enable the students to acquire the mutually relevant techniques as well as to understand Health Acupuncture coherently/systematically.
- (2) Each school shall enable the students to find the issues relating to Health Acupuncture and seek the methods to solve such issues as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners and to cultivate the abilities to creatively solve the problems based on scientific evidence.
- (3) Each school shall make efforts for the students to voluntarily learn aiming at improvement of the abilities to solve the issues and to cultivate the students' attitude to work on appropriate and reasonable treatment independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Research, studies, experiments
- (2) Acquisition of vocational qualifications

## 3 Dealing with the contents

(1) Upon dealing with the contents, the following shall be considered.

A According to the students' interests/concerns, and desired course, by making use of the contents of〔teaching items〕(1) and (2), each school shall endeavor to enable the students to set appropriate issues relating to Health Acupuncture by individuals and groups, aim at deepening/integrating specialized knowledge and techniques through learning activities that the students independently and cooperatively work on, and engage in solving the issues relating to Health Acupuncture. Additionally, regarding the issues, the one that lies across (1) and (2) shall be able to be set.

B Each school shall create the opportunities for the students to present the results of Project Study.

# 3. Designing Teaching Plans across Subjects and Dealing with the Contents

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1 Upon preparing instruction plan, the following shall be considered.

- (1) Upon teaching Subjects, through experiments/practical training as much as possible, each school shall make efforts to enable the students to understand such subjects in detail.
- (2) Upon teaching Subjects with skills practice and practical training, each school shall pay attention to the structure of the contents of teaching and device for teaching methods in order that the students can always learn willingly for sense of accomplishment and acquisition of new techniques in order to foster the abilities to apply such techniques to medical practice.
- (3) Upon teaching Subjects, in order that the students can determine adaptation of treatment for representative diseases and complaints subject to such treatment and surely provide treatment, consideration shall be given to preparation of instruction plan according to the actual state of individual students.

- 2 Upon dealing with the contents, the following shall be considered.
  - (1) Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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 point of view/way of thinking of Health Acupuncture, and understanding the events relating to health focusing on the thought and situation of the parties and the impact that Health Acupuncture have on people's lives, each shall make efforts to enhance practical/experiential learning activities that connect appropriate and effective Health Acupuncture.
  - (2) Regarding "Basic Practice for Health Acupuncture" and "Clinical Training for Health Acupuncture", attention shall be paid to safety and discipline in practical training while fostering the attitude to respect the character of subject persons.
  - (3) Upon teaching Subjects, efforts shall be made to make use of computer and information communication network etc. and enhance the effects of learning.
  - (4) Each school shall devise to actively utilize the lecturer working as a member of society while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and treatment places/medical institutions/ the facilities covered by long-term care insurance relating to Health Acupuncture.
  
- 3 Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and medicines etc., organizing learning environment, providing thorough instruction to prevent accidents.

## Subsection 4. Acupuncture

### 1. Objectives

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By utilizing point of view/way of thinking of Acupuncture and implementing practical/experiential learning activities, through anma, massage, finger pressure, acupuncture and moxibustion, efforts shall be made as follows to foster the qualities/abilities necessary for the students as members of the workforce to support health care/medical care/welfare of local communities and society and contribute to maintenance of people's health and disease treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to coherently/systematically understand anma, massage, finger pressure, acupuncture and moxibustion.
- (2) Each school shall enable the students to find the problems relating to anma, massage, finger pressure, acupuncture and moxibustion and cultivate the abilities to reasonably and creatively solve the problems based on ethical view required for professionals.
- (3) Each school shall make efforts to foster rich humanity necessary as members of the workforce, to voluntarily learn aiming at establishing better society and to cultivate the students' attitude to contribute to maintenance and promotion of people's health and disease treatment independently and cooperatively.

### 2. Subjects

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## [ Medical Care and Community ]

### 1 Objectives

By utilizing point of view/way of thinking Acupuncture and implementing practical/experiential learning activities relating to the connection between Medical Care and Community, efforts shall be made to foster the qualities/abilities necessary for the students to implement treatment.

- (1) Each school shall endeavor to enable the students to acquire to understand the connection coherently/systematically between Medical Care and Community necessary to implement treatment.
- (2) Each school shall enable the students to find the problems relating to the connection between Medical Care and Community and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts for the students to voluntarily learn aiming at becoming anma, massage, finger pressure practitioners, practitioners, acupuncture and moxibustion practitioners that support local communities and society and to cultivate the students' attitude to work on appropriate and reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

[Teaching items]

- (1) History of medical science, medical care, and Health Acupuncture
  - A History of medical science and medical care in western countries, China, and Korea.
  - B History of medical science, medical care, and Health Acupuncture in Japan.
- (2) Summary of social security system
  - A Field of medicine
  - B Concept of social security
  - C Summary of social insurance system
  - D Summary of welfare program for the handicapped
  - E Public health administration
- (3) Current condition and issues of acupuncture
  - A Concept of acupuncture
  - B Medical care provision system and integrated community care system
  - C Current condition and issues of the duties of acupuncture
  - D Acupuncture in various countries
- (4) Act on Practitioners of Massage, Finger Pressure, Acupuncture and Moxacauterization, etc.
  - A History of the Act
  - B Main contents of the Act
- (5) Summary of the relevant laws and regulations
  - A Laws and regulations related to medical practice
  - B Other relevant laws and regulations
- (6) Ethics for anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners
  - A Ethics of medical care provider
  - B Practice and ethics of acupuncture

### 3 Dealing with the contents

(1) Upon dealing with the contents, the following shall be considered.

A Upon teaching the contents, the positioning in the medical care of acupuncture shall be dealt with based on the history and current situation of other medical science other than acupuncture and the current situation of acupuncture in other countries in order to promote the sufficient understanding.

B The contents of〔teaching items〕(2), (3) and (6) shall be taught with consideration to the connection with “Health Acupuncture Community and Health Acupuncture Management”.

(2) Regarding the scope and degree of the contents, the following shall be considered.

A Regarding (1), B of〔teaching items〕, the modern and current history of Health Acupuncture shall be emphasized.

B Regarding (2), B of〔teaching items〕, the issues and prospective of society in Japan where the birthrate is falling, and the population is aging shall be dealt with. Regarding C, the summary of the system shall be dealt with centering on nursing insurance and main public funded health care.

C Regarding (3) A of〔teaching items〕, while connecting with importance of primary care in local medical care and labor health, the role and meaning of acupuncture in modern society shall be dealt with. Regarding B, the meaning of Specialists Teams collaboration in integrated community care system as well as kinds of medical institution and qualification, license and scope of duties. Regarding C, regarding the current situation and issues of acupuncture duties, based on relevant statistics and data, teaching shall be conducted in order that the students can acquire basic knowledge to appropriately deal with medical expenses.

D Regarding (5), A of〔teaching items〕, the outline of Medical Service Law and Medical Practitioner’s Law etc. shall be dealt with. Regarding B, the outline of laws related to securing the medical treatment of the elderly and Public Nursing Care Insurance Law etc. shall be dealt with.

E Regarding (6) of〔teaching items〕, specific teaching shall be provided in order to promote sufficient understanding the mental attitude and sense of ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners, teaching for rights of patients, compliance with legislation and communication abilities etc. shall be specifically provided.

## 〔 Human Body Structure and Function 〕

### 1 Objectives

By utilizing point of view/way of thinking of Acupuncture, through the practical/experiential learning activities regarding Human Body Structure and Function, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

(1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Human Body Structure and Function coherently/systematically.

(2) Each school shall enable the students to find the problems relating to Human Body Structure and Function and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.

(3) Each school shall make efforts to voluntarily learn Human Body Structure and Function aiming at becoming anma, massage, finger pressure practitioners,

acupuncture and moxibustion practitioners that support local communities and society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Basics of anatomical physiology
  - A Meaning of anatomical physiology
  - B Division of body surface
  - C Cells
  - D Development of human body
  - E Tissues
  - F Organ and organ system
- (2) Structure and function for each system
  - A Locomotorium system
  - B Digestive system
  - C Respiratory system
  - D Urinary/genital system
  - E Endocrine system and metabolism
  - F Circulatory system
  - G Nervous system
  - H Sense organ
- (3) Coordination of biological function
  - A Systemic coordination
  - B Biological defense mechanism
- (4) Kinematics
  - A Fundamental kinematics
  - B Structure and function of joints

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the subject, in order that understanding of structure and function of human body is not inclined toward knowledge, each school shall adopt experiments/practical training.
  - B Regarding (2) of〔teaching items〕, consideration shall be given by effectively utilizing specimens and models in order to strengthen the effects of teaching.
  - C Regarding (3) of〔teaching items〕, teaching shall be provided with consideration the relationship with “Formation of Disease and Prevention”.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding (2) of〔teaching items〕, teaching shall be provided by focusing on A and G that has a close relation with treatment.
  - B Regarding (4) B of〔teaching items〕, the respective structure and function of shoulder joint, elbow joint, hand joint, hip joint, knee joint, and foot joint shall be mainly dealt with.

〔 Formation of Disease and Prevention 〕

### 1 Objectives

By utilizing point of view/way of thinking and implementing practical/experiential learning activities, through the practical/experiential learning activities Formation of Disease and Prevention, efforts shall be made as follows to foster the qualities/abilities

necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to understand Formation of Disease and Prevention necessary coherently/systematically for conducting treatment.
- (2) Each school shall enable the students to find the problems relating to Formation of Disease and Prevention and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners.
- (3) Each school shall make efforts to voluntarily learn human Formation of Disease and Prevention aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Outline of hygienics/public health
  - A Meaning of hygienics/public health
  - B History of hygienics/public health
- (2) Maintenance and promotion of health and life
  - A Concept of health
  - B Lifestyle and health
  - C Stress and health
- (3) Lifestyle related disease
  - A Concept of lifestyle related disease
  - B Generating factor of lifestyle related disease
  - C Protective measure for lifestyle related disease
- (4) Living environment and pollution
  - A Environment and health
  - B Local environmental hygiene
  - C Pollution
- (5) Infection disease
  - A Concept of infection disease
  - B Generating factor of infection disease
  - C Protective measure for infection disease
- (6) Disinfection
  - A General disinfection
  - B Kind and method of disinfection
  - C Application of disinfection
- (7) Epidemiology and public health statistics
  - A Fundamental epidemiology
  - B Fundamental public health statistics
  - C Main public health statistics
- (8) Industrial hygiene, mental health, and maternal and child health
  - A Industrial hygiene
  - B Mental health
  - C Maternal and child health
- (9) General epidemic
  - A Concept of epidemic
  - B Classification of epidemic
  - C Epidemic and symptom

- D Process, prognosis, and outcome of epidemic
- (10) Cause of epidemic
  - A Meaning of cause of epidemic
  - B Classification of cause of epidemic
  - C Advancing age and aging
- (11) Abstract of lesions
  - A Circulatory disorder
  - B Regressive lesion
  - C Progressive lesion
  - D Inflammation
  - E Tumors
  - F Immunologic abnormality and allergy

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A The contents of [teaching items] (6) shall be practically dealt with while relating to “Basic Practice for Acupuncture” and “Clinical Training for Acupuncture”.
  - B The contents of [teaching items] (9) to (11) shall be taught in order that the students can understand pathological mechanism for diseases and complaints and acquire basic abilities relating to determination for adaptation of treatment.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A The contents of [teaching items] (6) shall be dealt with by especially connecting with lifestyle diseases. The contents of C shall be dealt with by connecting with industrial hygiene.
  - B The contents of [teaching items] (5) shall be dealt with, while considering the latest information, disease by focusing on avoidance of development factor representative diseases. Regarding C, immunology shall also be dealt with.
  - C In the contents of [teaching items] (7) C, the statistics that have close relationship with Health Acupuncture etc. shall be dealt with.
  - D The contents of [teaching items] (9) shall be taught while adopting the concept of unhealthy state and ill health before symptoms appear of oriental medicine

## [ Life and Diseases ]

### 1 Objectives

By utilizing point of view/way of thinking of Acupuncture, through the practical/experiential learning activities relating to the relationship between diseases and daily life, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand the connection coherently/systematically between diseases and daily life necessary to conduct treatment.
- (2) Each school shall enable the students to find the problems relating to the connection between diseases and daily life and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma massagists/massagists/finger pressure, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn the connection between diseases and daily life aiming at becoming anma, massage and finger pressure practitioners, acupuncture and moxibustion practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Diagnosis method
  - A Meaning of diagnosis
  - B Kinds of diagnosis method
  - C Outline of clinical examination
- (2) Diagnosis of major symptoms
  - A Headache
  - B Stiff shoulder
  - C Omalgia (Pain of shoulder joint)
  - D Pain of jaw, shoulder, and arms
  - E Lumbago (Low back pain)
  - F Low back and leg pain
  - G Gonalgia
  - H High blood pressure and low blood pressure
  - I Mental and physical fatigue
  - J Other symptoms
- (3) Treatment method
  - A Fundamental treatment method
  - B Treatment method in practice
- (4) Clinical Psychology
  - A General clinical psychology
  - B Outline of psychotherapy
- (5) Outline for category of diseases and disorders by system
  - A Diseases of motor system
  - B Diseases of nervous system
  - C Diseases of respiratory system
  - D Diseases of blood/circulatory system
  - E Disease of digestive system
  - F Diseases of urinary and genital system
  - G Endocrine/metabolic diseases and vitamin deficiency disease
  - H Infections
  - I Other diseases
- (6) Rehabilitation in general
  - A Concept and history of rehabilitation
  - B Medical rehabilitation and rehabilitation medicine
  - C Diagnosis, evaluation, treatment plan and record
- (7) Rehabilitation for major diseases
  - A Diseases of motor system
  - B Diseases of nervous system
  - C Diseases of respiratory system
  - D Diseases of blood/circulatory system
- (8) Outline of functional training
  - A Joint motion range training
  - B Muscle strengthening training
  - C ADL (Activities of Daily Living) training

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.

A Upon teaching the contents of this teaching items, the system of modern medical science such as preventive medicine, curative medicine and rehabilitation medicine shall be considered.

(2) Regarding the scope and degree of the contents, the following shall be considered.

A The contents of〔teaching items〕(1) shall be taught, while considering the relationship with practical training and “Clinical Health Acupuncture” by focusing on the matters that have close direct relationship with Health Acupuncture. Regarding C, immunology shall also be dealt with. For the contents of C, the examination methods and the meaning of data etc. shall be dealt with as medical knowledge.

B The contents of〔teaching items〕(2) shall be taught by dealing with pathologic physiology of the symptoms and differential diagnosis in order that the students can make use of the contents to appropriately determine the treatment.

C Regarding the contents of〔teaching items〕(3) B, representative treatment methods and the disease applications shall be mainly dealt with.

D Regarding the contents of〔teaching items〕(5), the cause, symptoms, and treatment methods of diseases from the standpoint of modern medical science shall be mainly taught. Additionally, for the treatment of diseases, such contents shall be dealt with by connecting with “Clinical Health Acupuncture”, as well as considering the relationship with effectiveness of the treatment and focusing on the matters that have close direct relationship with Health Acupuncture.

E Regarding the contents of〔teaching items〕(6), the process of rehabilitation as team medical care shall be taught by adopting introduction of cases and study tours to rehabilitation facilities etc.

F Regarding the contents of〔teaching items〕(7), the matter of A to C shall be dealt with by focusing on the matters that have close direct relationship with Health Acupuncture with consideration to the actual situation of the local medical care and at-home nursing care.

G The contents of〔teaching items〕(8) shall be dealt with by including techniques for nursing that are conducted in the facilities covered by long-term care insurance.

## 〔 Basic Acupuncture 〕

### 1 Objectives

By utilizing point of view/way of thinking of Acupuncture, through the practical/experiential learning activities relating to Basic Acupuncture, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

(1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Basic Acupuncture coherently/systematically.

(2) Each school shall enable the students to find the problems relating to Basic Acupuncture and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.

(3) Each school shall make efforts to voluntarily learn fundamental Health Acupuncture aiming at becoming anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Fundamental oriental medical science
  - A Meaning and characteristics of oriental medical science
  - B Theory of Five Elements in Yin-Yang
  - C Theory of viscera and channels
  - D Aeremia, nutrients and defenses, and fluid E. Pathogenesis
  - E Signs
- (2) Diagnosis and treatment of oriental medicine
  - A Japanese traditional medical diagnosis and treatment
  - B Modern traditional Chinese medical diagnosis and treatment
- (3) Channels and acupuncture points
  - A Viscera and channels and their afflux
  - B Acupuncture points of fourteen vessels
  - C Other specific points
- (4) Channels, acupuncture points and modern medical science
  - A Modern medical scientific study of channels, acupuncture points
  - B Relevant reactive points reactive zone
- (5) Outline of Health Acupuncture treatment
  - A Anma massage
  - B Massage
  - C Finger pressure therapy
  - D Clinical application of Health Acupuncture
- (6) Theory of treatment efficacy and related studies of Health Acupuncture treatment
  - A Stimulus transmission
  - B Impact on body tissue/organs
  - C Vital reaction and treatment efficacy mechanism
  - D Relevant theory

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, they shall be dealt with based on the results of the studies relating to Acupuncture and consideration shall be given in order to enable the students to foster inquiring attitude relating to Health Acupuncture.
  - B The contents of〔teaching items〕(1) to (4) shall be taught by focusing on the relationship with acupuncture treatment.
  - C The contents of〔teaching items〕(6) shall be dealt with while considering the relationship with “Human Body Structure and Function”. Additionally, they shall be taught from the viewpoint of medical practice of acupuncture by synthesizing (4) and the results of studies.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A The contents of〔teaching items〕(2) A shall be taught by focusing on medical interviews and palpation and adopting practical training. The contents of B shall be dealt with centering on principle of treatment and treatment methods based on physiology and pathology of viscera.
  - B The contents of〔teaching items〕(5) shall be taught while adopting basic techniques and having the students understand the characteristics of such techniques and determining the applications of treatment in medical practice. Regarding A to C, major treatment methods with bare hands in various countries shall be dealt with. Regarding D, special acupuncture shall be dealt with. Regarding F, while considering disease state, comprehensive treatment methods

shall be dealt with in which the contents of A to C are appropriately combined with.

- C The contents of〔teaching items〕(6), A to C shall be dealt with especially from the viewpoint of medical significance of action by stimulus to and vital reaction of diseases of motor system and internal organs system and applications to medical practice.

## [ Clinical Acupuncture ]

### 1 Objectives

By utilizing point of view/way of thinking of acupuncture, through the practical/experiential learning activities relating to Clinical Acupuncture, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Clinical Acupuncture coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Clinical Acupuncture and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn Clinical Acupuncture aiming at becoming anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Basic Clinical Acupuncture
  - A Meaning and roles of Clinical Acupuncture
  - B Psychology of subjects to be treated and reaction by practitioners
- (2) Principle of diagnosis and treatment in oriental medicine.
  - A Diagnosis
  - B Determination of application of treatment
  - C Treatment planning
  - D Principle of treatment
  - E Record
- (3) Fundamental vital observation
  - A Touch examination of bones
  - B Touch examination of muscle
  - C Touch examination of joints
  - D Touch examination of nerves and blood vessels
- (4) Health and acupuncture treatment
  - A Health concept and disease concept
  - B Health Acupuncture treatment for maintenance and promotion of health
  - C Acupuncture treatment for prevention of lifestyle diseases
  - D Other health treatment
- (5) Acupuncture treatment for major symptoms
  - A Headache
  - B Stiff shoulder
  - C Omalgia (Pain of shoulder joint)

- D Pain of jaw, shoulder, and arms
- E Gonalgia
- F High blood pressure and low blood pressure
- G Mental and physical fatigue
- H Other symptoms
- (6) Health Acupuncture treatment for major diseases
  - A Diseases of motor system
  - B Diseases of nervous system
  - C Diseases of respiratory system
  - D Diseases of blood/circulatory system
  - E Disease of digestive system
  - F Diseases of urinary and genital system
  - G Endocrine/metabolic diseases and vitamin deficiency disease
  - H Infections
  - I Other diseases
- (7) Acupuncture treatment for the elderly
  - A Characteristics of function of body and mind for the elderly
  - B Acupuncture treatment for major symptoms of the elderly
  - C Acupuncture treatment for the elderly requiring support/requiring nursing care
- (8) Acupuncture in sports field
  - A General sports injury/athletic injury
  - B Prevention and management of sports injury/athletic injury
  - C Health Acupuncture for major sports injury/athletic injury
- (9) Acupuncture treatment in industrial hygiene
  - A Work and health
  - B Duties and roles of anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners in offices
  - C Acupuncture treatment for major occupation-induced diseases

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, each school shall pay attention to the mutual connection between the contents in order to cultivate clinical concept in which knowledge and techniques of oriental medicine and contemporary medicine are integrated.
  - B Upon teaching these contents, consideration shall be given to the relation to practical training in “Basic Practice for Health Acupuncture”.
- (2) Upon dealing with the contents, the following shall be considered.
  - A The contents of [teaching items] (1) B shall be dealt with in order that the students can understand the foundation of clinical psychology and the basics of communication skills necessary for establishment of relationship of trust with subjects to be treated.
  - B The contents of [teaching items] (4) shall be dealt with based on the shall be taught while adopting the concept of unhealthy state and ill health before symptoms appear of oriental medicine.
  - C Regarding the contents of [teaching items] (4) to (7), each school shall provide teaching the mechanism and process of the symptoms for each disease in order that the students can determine the applications of treatment while connecting with pathophysiology.
  - D The contents of [teaching items] (5) and (7) shall be taught by including the methods for health guidance, daily life guidance and emergency measures as well as by relating to the symptoms and diseases adopted by “Life and Diseases”
  - E Regarding the contents of [teaching items] (7) C, care for stroke model and

disuse atrophy model shall be especially dealt with.

- F Regarding the contents of〔teaching items〕(8), emergency measures and the basic of taping shall be dealt with.

## [ Acupuncture Community and Health Management ]

### 1 Objectives

By utilizing point of view/way of thinking of acupuncture, through the practical/experiential learning activities relating to Acupuncture Community and Health Management, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Acupuncture Community and Health Management coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Acupuncture Community and Health Management and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn Acupuncture Community and Health Management aiming at becoming anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Aging society with a declining birthrate and social security
  - A Current state and trend of aging population and decreasing birthrate
  - B Current state and issues of medical security and care protections
- (2) Local communities and acupuncture
  - A History of local medical treatment
  - B Concept of local acupuncture
  - C Medical treatment and nursing care of local communities
- (3) Duties of local acupuncture and social insurance
  - A Acupuncture duties and medical expenses
  - B Acupuncture duties and medical treatment fees
  - C Acupuncture duties and long-term care fees
- (4) Acupuncture and management
  - A General management
  - B Preparation for opening treatment place
  - C Employment of the disabled and subsidy system for the disabled
  - D Administration and operation for management
  - E Develop and actual situation of management

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, while paying attention to the relationship with "Medical Care and Community", each school shall enable the students to understand the roles and meaning of acupuncture in local communities.
  - B Regarding the contents of〔teaching items〕(3), the basic approach relating to the system and compliance with legislation shall be taught.

- (2) Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.
- A The contents of〔teaching items〕 (1) A shall be dealt with based on the latest statistics and data.
- B Regarding the contents of〔teaching items〕 (4), the actual basic matters shall be dealt with.

## [ Basic Practice for Acupuncture ]

### 1 Objectives

By utilizing point of view/way of thinking of acupuncture, through the practical/experiential learning activities relating to basic medical practice, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand the basic medical practice coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to the basic medical practice and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn basic medical practice aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to work on reasonable treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Hygiene and safety management necessary for treatment
- A Control of treatment room
- B Hygiene maintenance of practitioners
- C Risk management
- (2) Fundamental skills practice and practical training for anma, massage, finger pressure
- A Basic technique of anma massage and treatment for each part of human body
- B Basic technique of massage and treatment for each part of human body
- C Basic technique of finger pressure therapy and treatment for each part of human body
- (3) Basic skills practice and practical training for needle acupuncture
- A Method for acupuncture
- B Techniques for acupuncture
- C Special acupuncture method
- D Application of physical therapy
- (4) Basic skills practice and practical training for moxibustion
- A Fundamental moxibustion treatment
- B Various methods for moxibustion treatment and their actual situations
- (5) Application skills practice and practical training for acupuncture
- A Practical training for medical interview
- B The actual state of evaluation and physical examination
- C Application of exercise therapy

- D Application of physical therapy
- (6) Comprehensive skills practice and practical training for acupuncture
  - A Fundamental comprehensive skills practice
  - B Comprehensive skills practice and practical training for major symptoms/diseases

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A The contents of〔teaching items〕(1) shall be dealt with in order that such items are habituated throughout this subject as a whole. The contents of C shall be dealt with in order that the students can conduct appropriate safety management for malpractice prevention of treatment.
  - B The contents of〔teaching items〕(2) to (4) shall be taught in order that the students can conduct basic treatment while connecting with other subjects.
  - C The contents of〔teaching items〕(5) and (6) shall be taught in order that the students can conduct practical treatment by generally understanding the state of diseases from both sides of contemporary medicine and oriental medicine. Additionally, consideration shall be given to the contents of〔teaching items〕(5) A in order that the students can obtain preparedness and practical abilities to provide safe treatment in the position of the patients. Regarding〔teaching items〕(6) B, valuation relating to skills practice of treatment before clinical practical training.
- (2) Upon dealing with the scope and degree of the contents, the following shall be considered.
  - A The contents of〔teaching items〕(1) shall be dealt with focusing on the actual state of disinfection and
  - B Regarding the contents of〔teaching items〕(2), the basics of training method etc. shall be dealt with as well.
  - C Regarding the contents of〔teaching items〕(3) C, needle acupuncture for children, intradermal needle acupuncture and low frequency electroacupuncture shall be mainly dealt with.
  - D Regarding the contents of〔teaching items〕(6) B, the actual state of the treatment for the symptoms and diseases that are dealt with in〔teaching items〕(5) and (6) of “Clinical Health Acupuncture” shall be dealt with by positioning as introduction to clinical practical training.

## { Clinical Training for Acupuncture }

### 1 Objectives

By utilizing point of view/way of thinking of acupuncture, through the practical/experiential learning activities relating to medical practice, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand medical practice coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to medical practice and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn medical practice aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students’ attitude to work on reasonable treatment independently and cooperatively.

## 2 Contents

### (1) On-campus practical training

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

- A Practitioners and subjects to be treated
- B Actual state of treatment
- C Description and management of medical charts
- D Examination of cases

### (2) Off-campus practical training

- A Meaning of off-campus practical training
- B Actual state of off-campus practical training
- C Actual state of training on management.

## 3 Dealing with the contents

### (1) Upon dealing with the contents, the following shall be considered.

- A Upon teaching, consideration shall be given to foster sense of ethics, career views as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners, such as informed consent and confidentiality obligation for patients, appropriate management methods for medical record etc., as well as the aspects of treatment techniques.
- B The contents shall be taught aiming at the connection with local health organizations/medical institutions/welfare institutions.
- C Allocation of the grade to have credits for and the number of teaching hours of on-campus practical training and off-campus training shall be flexibly dealt with in accordance with the actual state of students and the situation of practical training/study tours to facilities etc.
- D Regarding the contents of〔teaching items〕 (2), the facilities suitable for practice of Health Acupuncture shall be selected and sufficient liaison and coordination with the said facilities shall be aimed at.

### (2) Regarding the scope and degree of the contents, the following shall be considered.

- A Regarding the contents of〔teaching items〕 (1), consideration shall be given to teaching system etc. in order to provide teach elaborately as well as to select appropriate cases according to the proficiency of the students' clinical practical training. Regarding the contents of D, understanding of disease state, determination of adaptation, examination of treatment methods and treatment effects and examination of risk etc. shall be dealt with.
- B The contents of〔teaching items〕 (2) B shall be planned in order to provide the practical training corresponding to study tours to facilities for understanding various kinds of relevant duties of Health Acupuncture and the students' desirable career courses. The contents of C shall be specifically taught in order that actually basic knowledge relating to management of treatment office can be fostered, through the talks by people with rich clinical experience and study tours to treatment place, and simulated management practical training etc., including the actual handling of insurance.

## [ Acupuncture Information ]

### 1 Objectives

By utilizing point of view/way of thinking of Acupuncture Information, through the practical/experiential learning activities relating to medical practice, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct treatment.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Acupuncture Information coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Acupuncture Information and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners.
- (3) Each school shall make efforts to voluntarily learn Acupuncture Information aiming at becoming anma, massage, finger pressure practitioners that support society and to cultivate the students' attitude to independently and cooperatively work on solving problems relating to maintenance and promotion of people's health and disease treatment.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Ethics and responsibility of information society
  - A Characteristics of information society
  - B Ethics of information society
  - C Responsibility of individuals that deal with information
- (2) Utilization and management of information in Health Acupuncture
  - A Information of the field of health care, welfare services
  - B Characteristics of information system
  - C Use of information
  - D Information management
- (3) Solving issues in Health Acupuncture
  - A Information collection corresponding to issues
  - B Information analysis and methods to solve issues
  - C Communication method of information

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Each school shall make efforts to foster the students' abilities to determine reliability of information and information moral in order that the students can appropriately use of information and information network by adopting various themes and data through practices corresponding to development of information techniques.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of〔teaching items〕 (1), protection of intellectual property including personal privacy and copyright, information management by individuals and responsibility relating to information transmission shall be dealt with relating to legislation.
  - B Regarding the contents of〔teaching items〕 (2), the examples in the region shall be dealt with for the characteristics and utilization of information and communication network shared by the parties engaged in public health and welfare. Additionally, the contents shall be dealt with by connecting with the legislation regarding significance of information security in work.
  - C Regarding the contents of〔teaching items〕 (3), the practices shall be implemented where the students can independently determine the issues, collect, and analyze information, carry out modelling toward solution of issues, simulation and programming, and devise and discuss communication methods based on

information design etc.

## [ Project Study ]

### 1 Objectives

By utilizing point of view/way of thinking of acupuncture, through the practical/experiential learning activities, efforts shall be made as follows to foster the qualities/abilities necessary for the students as members of the workforce to support health care/medical care/welfare of local communities and society and contribute to maintenance of people's health and disease treatment.

- (1) Each school shall endeavor to enable the students to acquire the mutually relevant techniques as well as to understand acupuncture coherently/systematically.
- (2) Each school shall enable the students to find the issues relating to Health Acupuncture and seek the methods to solve such issues as anma, massage, finger pressure practitioners, acupuncture and moxibustion practitioners and to cultivate the abilities to creatively solve the problems based on scientific evidence.
- (3) Each school shall make efforts for the students to voluntarily learn aiming at improvement of the abilities to solve the issues and to cultivate the students' attitude to work on appropriate and reasonable treatment independently and cooperatively.

### 2 Content

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

[Teaching items]

- (1) Research, studies, experiments
- (2) Acquisition of vocational qualifications

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A According to the students' interests/concerns, and desired course, by making use of the contents of [teaching items] (1) and (2), each school shall endeavor to enable the students to set appropriate issues relating to Health Acupuncture by individuals and groups aiming at deepening/integrating specialized knowledge and techniques through learning activities that the students independently and cooperatively work on and engage in solving the issues relating to Health Acupuncture. Additionally, regarding the issues, the one that lies across (1) and (2) shall be able to be set.
  - B Each school shall create the opportunities for the students to present the results of Project Study.

## 3. Designing Teaching Plans across Subjects and Dealing with the contents

1 Upon preparing instruction plan, the following shall be considered.

- (1) Upon teaching Subjects, through experiments/practical training as much as possible, each school shall make efforts to enable the students to understand the subjects in detail.
- (2) Upon teaching Subjects with skills practice and practical training, each school shall pay attention to the structure of the contents of teaching and device for teaching methods in order that the students can always learn willingly for sense of accomplishment and acquisition of new techniques in order to foster the abilities to

apply such techniques to medical practice.

- (3) Upon teaching Subjects, in order that the students can determine adaptation of treatment for representative diseases and complaints subject to such treatment and surely provide treatment, consideration shall be given to preparation of instruction plan according to the actual state of individual students.
- 2 Upon dealing with the contents, the following shall be considered.
    - (1) Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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 point of view/way of thinking of Health Acupuncture, and understanding the events relating to health focusing on the thought and situation of the parties and the impact that Health Acupuncture have on people's lives, each shall make efforts to enhance practical/experiential learning activities that connect appropriate and effective Health Acupuncture.
    - (2) Regarding "Basic Practice for Acupuncture" and "Clinical Training for Acupuncture", attention shall be paid to safety and discipline in practical training while fostering the attitude to respect the character of subject persons.
    - (3) Upon teaching Subjects, efforts shall be made to make use of computer and information communication network etc. and enhance the effects of learning.
    - (4) Each school shall devise to actively utilize the lecturer working as a member of society while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and treatment places/medical institutions/ the facilities covered by long-term care insurance relating to Health Acupuncture.
  - 3 Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant legislation, with consideration to safety management of facilities/equipment and medicines etc., organizing learning environment, providing thorough instruction to prevent accidents.

## Subsection 5 Physical Therapy

### 1. Objectives

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By utilizing point of view/way of thinking of Physical Therapy and implementing practical/experiential learning activities, through Physical Therapy, efforts shall be made as follows to foster the qualities/abilities necessary for the students as members of the workforce to support health care/medical care/welfare of local communities and society and contribute to maintenance of people's health and rehabilitation.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Physical Therapy coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Physical Therapy, acupuncture and moxibustion and cultivate the abilities to reasonably and creatively solve the problems based on ethical view required for professionals.
- (3) Each school shall make efforts to foster rich humanity necessary as members of the workforce, to voluntarily learn aiming at establishing better society and to cultivate the students' attitude to contribute to maintenance and promotion of people's health and rehabilitation independently and cooperatively.

### [ Human Body Structure and Function ]

#### 1 Objectives

By utilizing point of view/way of thinking of Physical Therapy and implementing practical/experiential learning activities, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Human Body Structure and Function necessary coherently/systematically for Physical Therapy.
- (2) Each school shall enable the students to find the problems relating to Human Body Structure and Function and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapists.
- (3) Each school shall make efforts to voluntarily learn Human Body Structure and Function aiming at becoming physical therapists that support local communities and society and to cultivate the students' attitude to work on maintenance and promotion of people's health and rehabilitation independently and cooperatively.

#### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

##### [Teaching items]

- (1) Human body structure
  - A Basics of anatomy
  - B Systematic anatomy
  - C Surface anatomy
  - D Functional anatomy
  - E Practical training for anatomy
- (2) Function of human body
  - A Basics of physiology
  - B Function of each organ of human body
  - C Exercise physiology
  - D Practical training for physiology
- (3) Exercise of human body
  - A Basics of kinematics
  - B Physical exercise
  - C Practical exercise for kinematics
- (4) Human development
  - A Basics of human development
  - B Characteristics and evaluation of human development in each stage

#### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Each school shall provide specific and actual teaching by adopting observation and experiments/practical training in order that the students' understanding regarding human body is not limited to be the one for abstract concept.
  - B Upon teaching, in order that the students can systematically understand human body from the structural and functional aspect, these contents shall be dealt with in their mutual relationships.
- (2) Upon dealing with the contents, the following shall be considered

- A Regarding (1) of [teaching items] , efforts shall be made through utilization of models and specimens, practical training, and vital observation in order that the students can actually understand human structure.
- B Regarding (3) C of [teaching items] , analysis of movement of upper limb, lower limb and body trunk, various kinds of postures and movements in daily life shall be dealt with.

## [ Diseases and Disability ]

### 1 Objectives

By utilizing point of view/way of thinking of Physical Therapy and implementing practical/experiential learning activities relating to formation of diseases and disorders and their recovery process, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Each school shall endeavor to enable the students to coherently/systematically understand formation of diseases and disorders and their recovery process necessary to conduct physical therapy.
- (2) Each school shall enable the students to find the problems relating to formation of diseases and disorders and their recovery process and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapists.
- (3) Each school shall make efforts to voluntarily learn formation of diseases and disorders and their recovery process aiming at becoming physical therapists that support society and to cultivate the students' attitude to work on maintenance and promotion of people's health and rehabilitation independently and cooperatively.

### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

#### [Teaching items]

- (1) Pathology
  - A Basics of pathology
  - B Cause of diseases
  - C Lesion
- (2) Medical diseases
  - A Basics of medical diseases
  - B Major medical disease
- (3) Orthopedic diseases
  - A Basics of orthopedics
  - B Major medical disease
- (4) Diseases of neuropathic internal medicine
  - A Basics of neuropathic internal medicine
  - B Basics of neurological symptom studies
  - C Major diseases of neuropathic internal medicine
- (5) Mental illnesses
  - A Basics of psychic medicine
  - B Major mental illnesses
- (6) Diseases of pediatrics
  - A Basics of pediatrics
  - B Major diseases of pediatrics
- (7) Diseases of elderly people
  - A Basics of geriatrics
  - B Major diseases of elderly people

- (8) Clinical psychology
  - A Basics of clinical psychology
  - B Application of clinical psychology
- (9) Nutrition science
  - A Basics of nutrition science
- (10) Pharmacology.
  - A Basics of pharmacology
- (11) Emergency medicine
  - A Basics of emergency medicine

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the subject, each school shall make efforts in order that the students can systematically understand diseases, disorders, diagnosis, treatment, and prevention in association with their contents each other.
  - B Regarding the contents of〔teaching items〕(2) to (7), while focusing on the representative diseases that are deeply related to Physical Therapy, each school shall deal with evaluation of medical image, disease prediction and preventive measures for diseases as well.
- (2) Regarding the scope and degree of the contents, the following shall be considered
  - A Regarding the contents of〔teaching items〕(2), circulatory system, respiratory system and metabolic system that are deeply related to Physical Therapy shall be mainly dealt with.
  - B Regarding the contents of〔teaching items〕(3), sports injury and external injuries of acute stage shall be dealt with.
  - C Regarding the contents of〔teaching items〕(4) B and C, CNS diseases and peripheral nerve diseases that are deeply related to Physical Therapy shall be mainly dealt with.
  - D Regarding the contents of〔teaching items〕(7) A. the system of swallowing shall be dealt with.
  - E Regarding the contents of〔teaching items〕(8) B, psychology of patients, examinations of clinical psychology, psychotherapy and counselling etc. shall be dealt with.

## [ Health, Medical Treatment, Welfare and Rehabilitation ]

### 1 Objectives

By utilizing point of view/way of thinking of Physical Therapy and implementing practical/experiential learning activities relating to Health, Medical care, Welfare and Rehabilitation, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Each school shall endeavor to enable the students to coherently/systematically understand Health, Medical care, Welfare and Rehabilitation necessary to conduct physical therapy.
- (2) Each school shall enable the students to find the problems relating to Health, Medical care, Welfare and Rehabilitation and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapists.
- (3) Each school shall make efforts to voluntarily learn Health, Medical care, Welfare and Rehabilitation aiming at becoming physical therapists that support society and to cultivate the students' attitude to work on maintenance and promotion of people's health and rehabilitation independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Outline of health/medical treatment/welfare
  - A Overview of health/medical treatment/welfare
  - B Various systems of health/medical treatment/welfare
  - C Overview of integrated community care system
- (2) Rehabilitation
  - A Principles of rehabilitation
  - B Rehabilitation for major diseases

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, they shall be dealt with in order that the students' understanding regarding human body is not limited to be the one for abstract concept, but they can understand significance of Special Teams' collaboration while adopting introduction of cases and study tours to facilities for Health, Medical care, Welfare and Rehabilitation.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of〔teaching items〕(1) B, the current situation and problems of health/medical treatment/welfare that are deeply related to Physical Therapy shall be dealt with.
  - B Regarding the contents of〔teaching items〕(1) C, integrated provision of medical care/nursing/prevention/life support and community care conference shall be dealt with.
  - C Regarding (2) A, independence support and employment support shall be dealt with.
  - D Regarding the contents of〔teaching items〕(2) B, taking up the representative diseases subject to physical therapy, overview of their causes, symptoms, process and recuperation and rehabilitation treatment shall be dealt with.

〔 Basic Physical Therapy 〕

### 1 Objectives

By utilizing point of view/way of thinking of Physical Therapy and implementing practical/experiential learning activities relating to Basic Physical Therapy, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Each school shall endeavor to enable the students to coherently/systematically understand Basic Physical Therapy necessary to conduct physical therapy.
- (2) Each school shall enable the students to find the problems relating to Basic Physical Therapy and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapists.
- (3) Each school shall make efforts to voluntarily learn Basic Physical Therapy aiming at becoming physical therapists that support society and to cultivate the students' attitude to work on maintenance and promotion of people's health and rehabilitation independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Overview of Physical Therapy
  - A History of Physical Therapy
  - B Basics of Physical Therapy
  - C Health promotion and prevention relating to Physical Therapy
  - D Study method for Physical Therapy
- (2) Relevant laws and regulations
  - A The Physical Therapists and Occupational Therapists Act
  - B Other relevant laws and regulations

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching, attention shall be paid to the connection between “Health, Medical care, Welfare and Rehabilitation” and “Physical Therapy Community”. Additionally, importance of team medical care through collaboration between physical therapists and Special Teams shall be mentioned.
  - B The contents of〔teaching items〕(1) shall be taught while connecting statistics, pedagogy, and information science.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A The contents of〔teaching items〕(1) A shall be dealt with, including the position of Physical Therapy in medical history. The contents of〔teaching items〕(1) B shall also include the position of Physical Therapy in medical care and relevant organizations of physical therapists. The contents of〔teaching items〕(1) C shall be taught by connecting preventative medicine and physical therapy.
  - B Regarding the contents of〔teaching items〕(2) B, overview of the Medical Act shall be dealt with.

## 〔Physical Therapy Management〕

### 1 Objectives

By utilizing point of view/way of thinking of Physical Therapy and implementing practical/experiential learning activities relating to Physical Therapy Management, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Each school shall endeavor to enable the students to coherently/systematically understand Physical Therapy Management necessary to conduct physical therapy
- (2) Each school shall enable the students to find the problems relating to Physical Therapy Management and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapists.
- (3) Each school shall make efforts to voluntarily learn Physical Therapy Management aiming at becoming physical therapists that support society and to cultivate the students’ attitude to work on maintenance and promotion of people’s health and rehabilitation independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Basics of Physical Therapy Management
  - A Workplace management and administration
- (2) Physical therapy and professional ethics
  - A Physical therapy ethics

### 3 Dealing with the content

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the subject, each school shall make efforts in order that the students can systematically understand Physical Therapy Management in association with their contents each other.
  - B Regarding the contents of〔teaching items〕(1) A, while connecting with the contents of〔teaching items〕of Health, Medical care, Welfare and Rehabilitation, healthcare insurance system, long-term care insurance system, organization management and team medical care shall be dealt with.
  - C Regarding the contents of〔teaching items〕(2) A, mental attitude, ethical values, human rights of patients, compliance with legislation as health professionals shall be dealt with.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A The contents of〔teaching items〕(1) A shall be dealt with by including safety and health, risk management and physical therapy education.

## [ Physical Therapy Evaluation ]

### 1 Objectives

By utilizing point of view/way of thinking of physical therapy and implementing practical/experiential learning activities relating to Physical Therapy Evaluation, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Physical Therapy Evaluation coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Physical Therapy Evaluation and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapists.
- (3) Each school shall make efforts to voluntarily learn Physical Therapy Evaluation aiming at becoming physical therapists that support society and to cultivate the students' attitude to work on maintenance and promotion of people's health and rehabilitation independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### [Teaching items]

- (1) Physical Therapy Evaluation
  - A Basics of Physical Therapy Evaluation
  - B Methods for various kinds of Physical Therapy Evaluation
  - C Practical evaluation of Physical Therapy Evaluation
- (2) Kinematical evaluation
  - A Basics of kinematical evaluation
  - B Analysis method for exercise/motion
- (3) Medical image evaluation
  - A Basics of medical image evaluation
  - B Method of medical image evaluation

### 3 Dealing with the content

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, detailed cases shall be taken up while sufficiently providing fundamental practical training.
  - B General evaluation for medicine, psychological evaluation and social evaluation shall be dealt with as well as Physical Therapy Evaluation while relating “Physical Therapy Treatment” and “Clinical Training for Physical Therapy”.
  - C Each school shall make efforts to utilize information devise such as computer etc. in other that the students can conduct physical therapy evaluation through moving images.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of〔teaching items〕(1) B, evaluation for exercising function shall be focused on. Additionally, importance of evaluation for vital sign as risk management shall be sufficiently taught.
  - B Regarding the contents of〔teaching items〕(2) B, based on fundamental knowledge relating to motion of human body, method for kinematical evaluation and examination for various kinds of diseases and disorders, their application to treatment plan shall be dealt with.
  - C Regarding the contents of〔teaching items〕(3), analysis of postures and movements that are deeply related to physical therapy, medical image evaluation for nervous system, locomotor system, respiratory system and circulatory system shall be mainly dealt with.

## { Physical Therapy Treatment }

### 1 Objectives

By utilizing point of view/way of thinking of physical therapy and implementing practical/experiential learning activities relating to Physical Therapy treatment, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Techniques as well as to understand Physical Therapy treatment coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Physical Therapy treatment and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapists.
- (3) Each school shall make efforts to voluntarily learn Physical Therapy treatment aiming at becoming physical therapists that support society and to cultivate the students' attitude to work on maintenance and promotion of people's health and rehabilitation independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### {Teaching items}

- (1) Exercise therapy
  - A Basics of exercise therapy
  - B Various kinds of exercise therapy
  - C Exercise therapy for various kinds of disorders
  - D Practical training for exercise therapy
- (2) Physiotherapy
  - A Basics of physiotherapy

- B Various kinds of physiotherapy
- C Practical training for physiotherapy
- (3) Orthopedic and rehabilitation devices
  - A Basics of prosthetic appliance
  - B Prosthetic limb
  - C Orthotics
  - D Practical training for prosthetic appliance
- (4) ADL (Activities of Daily Living)
  - A Basics of ADL
  - B Evaluation for ADL
  - C Teaching method for ADL
- (5) Theory of technique for physical therapy
  - A Basics of theory of technique for physical therapy
  - B Method for physical therapy treatment for each disease
  - C Practical training of physical therapy treatment for each disease

### 3 Dealing with the content

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, while having the students such contents focusing on the practical training for fundamental practical skills, risk management shall be dealt with.
  - B Regarding the contents of [teaching items] (4), while aiming at connection with “Physical Therapy Community”, attention shall be paid to avoid overlapping of the teaching contents.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of [teaching items] (1), without being limited to exercise therapy for diseases and disorders, sports and recreation shall be dealt with.
  - B Regarding the contents of [teaching items] (5), physical therapy for health promotion, method and management of medical record and sucking of sputum etc. shall be dealt with.

## [ Physical Therapy Community ]

### 1 Objectives

By utilizing point of view/way of thinking of physical therapy and implementing practical/experiential learning activities relating to Physical Therapy Community, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Physical Therapy Community coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Physical Therapy Community and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapists.
- (3) Each school shall make efforts to voluntarily learn Physical Therapy Community aiming at becoming physical therapists that support society and to cultivate the students’ attitude to work on maintenance and promotion of people’s health and rehabilitation independently and cooperatively.

### 2 Contents

Each school shall provide the following [teaching items] in order that the students

can acquire the qualities/abilities indicated in 1.

{Teaching items}

- (1) Overview of Physical Therapy Community
  - A Basics of Physical Therapy Community
  - B Role of physical therapists in Physical Therapy Community
- (2) Particular theories for Physical Therapy Community
  - A Living evaluation in Physical Therapy Community
  - B Actual state of Physical Therapy Community
  - C Home care nursing and daily life guidance
  - D Device related to rehabilitation

### 3 Dealing with the content

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching, in order that physical therapy in communities can be effectively implemented, each school shall provide teaching by adopting case examination and home-visit care.
  - B Upon teaching, while aiming at connection with “Health, Medical care, Welfare and Rehabilitation”, attention shall be paid to avoid overlapping of the teaching contents.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of {teaching items} (2) B, the physical therapy in public center and welfare facility etc. shall be dealt with. Regarding C, living guidance including care of the persons subject to home-visit care and their family members shall be mainly deal with. In doing so, home-visit care for outpatients/persons who make regular visits to social welfare facilities shall also be dealt with.

{ Clinical Training for Physical Therapy }

#### 1 Objectives

By utilizing point of view/way of thinking of physical therapy and implementing practical/experiential learning activities relating to Clinical Training for Physical Therapy, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand Clinical Training for Physical Therapy coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Clinical Training for Physical Therapy and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapists.
- (3) Each school shall make efforts to voluntarily learn Physical Therapy Community aiming at becoming physical therapists that support society and to cultivate the students’ attitude to work on maintenance and promotion of people’s health and rehabilitation independently and cooperatively.

#### 2 Contents

Each school shall provide the following {teaching items} in order that the students can acquire the qualities/abilities indicated in 1.

{Teaching items}

- (1) Study tours and practical training for physical therapy
  - A Study tours and practical training in medical institutions

- B Study tours and practical training in other facilities
- (2) Clinical training of physical therapy
  - A Case observation and basic clinical training
  - B General clinical training

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, respecting the patients' human rights and risk management for them shall be taught. Additionally, the students' safety and health management shall be taught.
  - B Upon teaching the contents, while aiming at the connection with "Physical Therapy Community" and "Health, Medical care, Welfare and Rehabilitation", integrated community care system shall be mentioned.
  - C Regarding the contents of〔teaching items〕(1), each school shall devise to enhance the students' interest/concerns toward physical therapy.
  - D Each school shall make efforts to adjust the contents of〔teaching items〕(2), in order that the students can evenly conduct practical training for various kinds of diseases and disorders, while collaborating with training facilities and clinical training instructors.
  - E Regarding the contents of〔teaching items〕(2), each school shall conduct evaluation before and after clinical training relating to general knowledge related to physical therapy and the students' basic skills and attitude.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of〔teaching items〕(1) B, each school shall give consideration to enable the students to have actual study tours for physical therapy in various facilities in the regions.
  - B Regarding the contents of〔teaching items〕(2) B, the method to write case report necessary for medical practice of physical therapy shall be included.

## [ Physical Therapy Information ]

### 1 Objectives

By utilizing point of view/way of thinking of physical therapy and implementing practical/experiential learning activities relating to Physical Therapy Information, efforts shall be made as follows to foster the qualities/abilities necessary for the students to conduct physical therapy.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand clinical training Physical Therapy Information coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Physical Therapy Information and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics as physical therapy.
- (3) Each school shall make efforts to voluntarily learn Physical Therapy Information aiming at becoming physical therapists that support society and to cultivate the students' attitude to work on maintenance and promotion of people's health and rehabilitation independently and cooperatively

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Ethics and responsibilities of information society

- A Characteristics of information society
- B Ethics of information society
- C Individual responsibility to deal with information
- (2) Utilization and management of information in Physical Therapy
  - A Information of health care and welfare field
  - B Characteristics of information system
  - C Utilization of information
  - D Management of information
- (3) Solution of problems in physical therapy
  - A Information collection corresponding to problems
  - B Information analysis and solution method
  - C Information distribution method

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A By taking up various kinds of themes and data, through the practice corresponding to advances in information technology, in order that the students can appropriately utilize information and information network, each school shall foster the students' abilities and information moral to judge reliability of information.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of [teaching items] (1), protection of intellectual property rights including personal privacy and copyrights, and responsibility relating to management and distribution of information by individuals shall be dealt with in connection with legislation.
  - B Regarding the contents of [teaching items] (2), the actual cases in the regions shall be dealt with relating to the characteristics and uses of information communication network that are shared with health care/medical care/welfare workers. Additionally, such contents shall be dealt with in connection with the legislation relating to importance of information security in their duties.
  - C Regarding the contents of [teaching items] (3), the students shall voluntarily set the issues, collect, and analyze information, conduct modelling, simulation, programing to resolve such problems, devise distribution method based on information design and conduct practice for discussion.

## [ Project Study ]

### 1 Objectives

By utilizing point of view/way of thinking of physical therapy, through the practical/experiential learning activities, efforts shall be made as follows to foster the qualities/abilities necessary for the students as members of the workforce to support health care/medical care/welfare of local communities and society and contribute to maintenance of people's health and disease treatment.

- (1) Each school shall endeavor to enable the students to acquire mutually relevant techniques as well as to understand physical therapy coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to physical therapy and seek the methods to solve such problems as physical therapists and to cultivate the abilities to creatively solve the problems based on scientific evidence.
- (3) Each school shall make efforts for the students to voluntarily learn aiming at improvement of the abilities to solve the problems and to cultivate the students' attitude to work on appropriate and reasonable treatment independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Research, studies, experiments
- (2) Acquisition of vocational qualifications

## 3 Dealing with the contents

(1) Upon dealing with the contents, the following shall be considered.

A According to the students' interests/concerns, and desired course, by making use of the contents of〔teaching items〕 (1) and (2), each school shall endeavor to enable the students to set appropriate issues relating to physical therapy by individuals and groups, aim at deepening/integrating specialized knowledge and techniques through learning activities that the students independently and cooperatively work on, and engage in solving the issues relating to physical therapy. Additionally, regarding the issues, the one that lies across (1) and (2) shall be able to be set.

B Each school shall create the opportunities for the students to present the results of project study.

## 3. Designing Teaching Plans across Subjects and Dealing with The Contents

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1 Upon preparing instruction plan, the following shall be considered.

(1) Upon teaching Subjects, through experiments/practical training as much as possible, each school shall make efforts to enable the students to understand such subjects in detail.

(2) Upon teaching Subjects, each school shall pay attention to the structure of the contents of teaching and device for teaching methods in order that the students can always learn willingly for sense of accomplishment and acquisition of new knowledge and techniques.

2 Upon dealing with the contents, the following shall be considered.

(1) Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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 point of view/way of thinking of physical therapy, and understanding the phenomena relating to health focusing on the thought and situation of the parties and the impact that physical therapy has on people's lives, each school shall make efforts to enhance practical/experiential learning activities that connect appropriate and effective physical therapy.

(2) The contents of "Basic Physical Therapy" and "Physical Therapy treatment" shall be dealt with in close relation with each other.

(3) Attention shall be paid to the relation of the contents of "Physical Therapy treatment" and "Physical Therapy Community" with occupational therapy.

(4) Upon teaching Subjects, efforts shall be made to make use of computer and information communication network etc. and enhance the effects of learning.

(5) Each school shall devise to actively utilize the lecturer working as a member of society while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and medical institutions etc.

3 Upon implementing experiments/practical training, sufficient attention shall be

paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and medicines etc., organizing learning environment, providing thorough instruction to prevent accidents.

## Subsection 6 Printing

### 1. Objectives

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By utilizing point of view/way of thinking related to printing and implementing practical/experiential learning activities, through information design and preparation printing matters, each school shall make efforts as follows to foster the qualities/abilities necessary for the students as workers that bear responsibility for sound and sustainable development of the regions and society.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand each process of printing coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to printing industry and cultivate the abilities to solve the problems reasonably and creatively with sense of ethics as members of workforce.
- (3) Each school shall make efforts to foster rich humanity necessary as members of the workforce, to enable the students to voluntarily learn aiming at establishing better society and to cultivate the students' attitude to work on creativity and development of printing industry independently and cooperatively.

### 2. Subjects

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#### [ Outline for Printing ]

##### 1 Objectives

By utilizing point of view/way of thinking related to printing and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for the students as workers that bear responsibility for sound and sustainable development of the regions and society.

- (1) Each school shall endeavor to enable the students to acquire the techniques related to printing media as well as to understand printing and media and cultural values of printing coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to printing and media and cultivate the abilities to solve the problems reasonably and creatively with sense of ethics as members of workforce.
- (3) Each school shall make efforts to enable the students to voluntarily learn printing and media aiming at establishing better society and to cultivate the students' attitude to work on creativity and development of printing industry independently and cooperatively.

##### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

{Teaching items}

- (1) Basics of media
  - A Definition and function of media
  - B Kinds and characteristics of media
- (2) Characteristics and utilization of information media
  - A Kinds and characteristics of information media
  - B Utilization of information media
- (3) Printing and society
  - A Progress in printing and its technology
  - B Form and function of printed commodities
  - C Influence that printed matters have on society
  - D Printing and information industry

3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Considering that this subject is the basic subject of the subject area, by making use of audio-visual educational materials and visits to study tours to the real sites etc., each school shall endeavor to improve the students' eagerness to learning.
  - B By appropriately selecting information media in accordance with information transmission and communication purpose, each school shall make efforts to have the students understand consideration to treatment of intellectual properties such as copyright as well as to have them understand its effective utilization.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of {teaching items} (1) A, the role that media plays in society and information industry shall be dealt with.
  - B Regarding the contents of {teaching items} (2) A, by taking up newspaper, TV and telephone, the characteristics and function of respective information media shall be dealt with. Regarding B, fundamental knowledge, and technology necessary for effective utilization of information media in collection, analysis, and distribution etc. of information shall be dealt with.
  - C Regarding the contents of {teaching items} (3) B to D, trend in printing industry and its future perspective including utilization and application of printing technology in various industry fields shall be dealt with.

{ Printing Design }

1 Objectives

By utilizing point of view/way of thinking related to printing and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for the students as workers that bear responsibility for sound and sustainable development of the regions and society.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand printing design coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to printing design and cultivate the abilities to solve the problems reasonably and creatively with sense of ethics as members of workforce.
- (3) Each school shall make efforts to enable the students to voluntarily learn printing design aiming at establishing better society and to cultivate the students' attitude to work on creativity and development of printing industry independently and cooperatively.

2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Vision principles and design
  - A Visual mechanism and cognition
  - B History of printing design
  - C Transmission of visual information and media
- (2) Structure and design
  - A Overview of design and component
  - B Human visual perception by structure
  - C Fundamental techniques of design
- (3) Printing technology and design
  - A Design workflow
  - B Finishing work
  - C Typography
  - D Color theory
  - E Layout design
  - F Infographics
- (4) Design production
  - A Business card, calendar
  - B Flyers, posters
  - C Package

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Through utilization of specific materials and appreciation of work etc., each school shall make efforts to enable the students to produce work willingly.
  - B Upon teaching the contents of〔teaching items〕(1) and (2), specific cases shall be presented.
  - C Upon teaching the contents of〔teaching items〕(3), practical training shall be used.
  - D Regarding the contents of〔teaching items〕(4), by selecting one item or more from A to C, each school shall enable the students to produce work based on the techniques that they have acquired by the teaching of the contents (1) to (3).
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of〔teaching items〕(3), lettering shall also be dealt with.

## 〔Printing Plate Making Technique〕

### 1 Objectives

By utilizing point of view/way of thinking related to printing and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for the students as workers that bear responsibility for sound and sustainable development of the regions and society.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand printing plate making technique coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to printing plate making technique and cultivate the abilities to solve the problems reasonably and creatively with sense of ethics as members of workforce.
- (3) Each school shall make efforts to enable the students to voluntarily learn printing

plate making technique aiming at establishing better society and to cultivate the students' attitude to work on creativity and development of printing industry independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

### (1) Characteristics of various kinds of printing process and printing process

- A Plate making in relief printing
- B Plate making in stencil printing
- C Plate making in intaglio printing
- D Plate making in stencil printing

### (2) Plate making in special color printing and full-color printing

- A Monochromatic plate making
- B Color plate making

### (3) Photomechanical process

- A Principle of camera
- B Photographic film
- C Developing process
- D Printing plate

### (4) Digital plate making

- A Film setter and plate setter
- B RIP process
- C Color separation and color reproduction

## 3 Dealing with the contents

### (1) Upon dealing with the contents, the following shall be considered.

- A Upon dealing with the contents while connecting with “Printing Comprehensive Practice”, attention shall be paid to promote acquisition of fundamental knowledge and techniques for plate making.
- B By comprehensively dealing with film plate making including press plate process and plate making, attention shall be paid in order that the students can acquire the contents through plate making technology of photo plate making etc. regarding fundamental knowledge and technique as the basis of digital plate making technology.
- C Along with preserving and dealing with plate making materials, treatment of waste liquid etc. produced by development etc. and changes due to technological innovation shall be mentioned and significance of environmental preservation shall also be dealt with.

### (2) Regarding the scope and degree of the contents, the following shall be considered.

- A Regarding the contents of〔teaching items〕 (1), the plate making corresponding to printing method shall be dealt with. Plate making materials and process shall also be mentioned.
- B Regarding the contents of〔teaching items〕 (3), in addition to the knowledge as the basis of light and color, light source and illumination, camera lens and diaphragm, exposure and photochemistry, photographic density, dot and screen ruling shall also be dealt with.
- C The contents of〔teaching items〕 (4) shall be dealt with including color separation by scanner, color separation output by computer, advantages of direct plate making due to technological innovation shall be specifically dealt with. Additionally, the fact that knowledge and technology of analog plate making is

utilized for digital plate making shall be mentioned.

## [ DPT Technology ]

### 1 Objectives

By utilizing point of view/way of thinking related to printing and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for the students as workers that bear responsibility for sound and sustainable development of the regions and society.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to coherently/systematically understand DPT technology.
- (2) Each school shall enable the students to find the problems relating to DPT technology and cultivate the abilities to solve the problems reasonably and creatively with sense of ethics as members of workforce.
- (3) Each school shall make efforts to enable the students to voluntarily learn digital image technique aiming at establishing better society and to cultivate the students' attitude to work on creativity and development of printing industry independently and cooperatively.

### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

#### [Teaching items]

- (1) Kinds and characteristics of information media treated by DTP
  - A Characters
  - B Diagrams
  - C Static images
- (2) DTP system
  - A Hardware, software
  - B Preparation, edition, and management of documents
  - C Preparation, edition, and management of images
  - D Edition of DTP
- (3) Digital prepress
  - A Workflow
  - B Font, typesetting
  - C Color management
  - D Output, submission, and imposition of data

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, aiming at learning practical knowledge and techniques in printing industry, in accordance with the actual state of the students and school, each school shall select appropriate application software for teaching. Additionally, through practical training, each school shall enable the students learn the techniques relating to edition processing of information media while paying attention to processing of intellectual properties such as copyright.
  - B The contents of [teaching items] (2) shall be taught in connection with the ones of (3).
  - C The contents shall be taught in connection with the other Subjects relating to printing.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - A Regarding the contents of [teaching items] (1), through specific cases, the characteristics of representation media and the fundamental principles relating to

digitalization.

- B Regarding the contents of〔teaching items〕 (2) A, various kinds of document forms including business document shall be taken up and their respective characteristics and the fundamental knowledge and techniques necessary for edition by computer shall be dealt with. Additionally, proofreading work shall be dealt with as well.
- C Regarding the contents of〔teaching items〕 (2) C, raster data (form) images and vector data (form) images shall be taken up. Their respective characteristics and the fundamental knowledge and techniques necessary for edition by computer shall be dealt with as well.
- D The detailed contents of〔teaching items〕 (3) C shall be dealt with by using digital image technology. Additionally, regarding D, screening and comprehensive layout and proof shall also be mentioned.

## [ Printing Information Technology ]

### 1 Objectives

By utilizing point of view/way of thinking related to printing and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for the students as workers that bear responsibility for sound and sustainable development of the regions and society.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand printing information technology coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to printing information technology and cultivate the abilities to solve the problems reasonably and creatively with sense of ethics as members of workforce.
- (3) Each school shall make efforts to enable the students to voluntarily learn printing information technology aiming at establishing better society and to cultivate the students' attitude to work on creativity and development of printing industry independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

#### [Teaching items]

- (1) Industrial society and information technology
  - A Development of informatization and industrial society.
  - B Values of information and information moral
  - C Security management of information
- (2) Computer system
  - A Hardware and software
  - B Basics of operating system (OS)
  - C Utilization of application software
- (3) Basics of programming and computer control
  - A Programming language and flow chart
  - B Fundamental programming
  - C Basics of computer control
- (4) Computer network
  - A Outline for computer network
  - B Configuration of computer network
  - C Communication technology of computer network
- (5) Utilization of information technology in printing industry

- A Collection and utilization of information
- B Utilization of DTP and digital printing

### 3 Dealing with the contents

(1) Upon dealing with the contents, the following shall be considered.

- A Upon teaching the contents each school shall make efforts to have the students understand such contents specifically through computer operation. Additionally, in accordance with the actual state of the students and the characteristics of the subjects, by selecting appropriate operation system and application program, through practical training that makes use of the themes and data relating to printing, each school shall teach such contents in order that the students can voluntarily make use of information. Furthermore, each school shall deal with such contents focusing on the practical training and exercises in connection with the other Subjects relating to printing.
- B Regarding the contents of [teaching items] (2), each school shall make efforts to have the students learn elementary operation necessary to operate computer as well as to have them understand outline for computer system. Additionally, the computer system in printing industry shall be mentioned as well.
- C The contents of [teaching items] (3) do not always need to be dealt with in accordance with the actual state of the students and the characteristics of the subjects.
- D Regarding the contents of [teaching items] (5), by making use of information device and information communication network, each school shall have the students collect, organize, analyze, represent, and present appropriate information. Additionally, utilization of computer network in printing industry shall be mentioned.

(2) Regarding the scope and degree of the contents, the following shall be considered.

- A Regarding the contents of [teaching items] (1), the familiar cases to the students relating to the influence that development of informatization has on industrial society shall be dealt with. In addition, protection of intellectual properties including personal privacy and copyright etc., management of collected information, information moral including responsibility for distributed information and security management method of information shall be dealt with.
- B Regarding the contents of [teaching items] (3) B, fundamental programming method shall be dealt with. Regarding the contents of C, outline for computer control and integration shall be dealt with through the familiar cases with the students.
- C Regarding the contents of [teaching items] (5) A, each school shall make efforts to have the students experientially understand collection, processing and distribution of information that utilizes information communication network. The contents of B shall be dealt with by selecting the knowledge and techniques relating to prepress as the preliminary step to submission and printing system after selecting application software in accordance with the actual state of the students. Further, utilization of the latest information device in the fields related o printing shall be mentioned.

## [ Digital Image Technology ]

### 1 Objectives

By utilizing point of view/way of thinking related to printing and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for the students as workers that bear

responsibility for sound and sustainable development of the regions and society.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand digital image technology coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to digital image technology and cultivate the abilities to solve the problems reasonably and creatively with sense of ethics as members of workforce.
- (3) Each school shall make efforts to enable the students to voluntarily learn digital image technology aiming at establishing better society and to cultivate the students' attitude to work on creativity and development of printing industry independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Digital images
  - A Characteristics of digital data
  - B Digitalization of images
  - C Memory and reproduction of images
- (2) Image input device
  - A Digital camera
  - B Scanner
- (3) Digital data
  - A Form and characteristics of image data
  - B Compression technique and infrastructure
  - C Data communication
- (4) Image creation and processing
  - A Raster data (form) images
  - B Vector data (form) images
- (5) Digital data submission for printing
  - A Preflight
  - B Dividing print
  - C PDF for submission
  - D Color conversion

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - A Upon teaching the contents, while connecting with “Printing Information Technology”, “DTP Technology” and “Printing Comprehensive Practice”, each school shall endeavor to have the students learn fundamental knowledge and techniques for image processing by utilizing computer.
  - B In accordance with the actual state and interest/concerns of the students, aiming at active utilization of relevant software, each school shall make efforts to enable the students to learn knowledge and techniques in order that they can apply image data for practical printing as their representation.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1), fundamental knowledge upon dealing with the characters and images such as byte and bit that represent the data volume as digital data shall be dealt with along with quantization and encoding in AD conversion.
  - b Regarding the contents of〔teaching items〕(2), including mechanism and structure of input device, the mechanism to convert optional information into

- the electric signal shall be dealt with.
- c Regarding the contents of〔teaching items〕(3), communication techniques shall be dealt with.
- d Regarding the contents of〔teaching items〕(4), image size, the number of lines, resolution, color separation and unsharp mask etc. shall be mentioned.

## { Printing Comprehensive Practice }

### 1 Objectives

By utilizing point of view/way of thinking related to printing and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for the students as workers that bear responsibility for sound and sustainable development of the regions and society.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to coherently/systematically understand each process of printing.
- (2) Each school shall enable the students to find the problems relating to printing technology and printing industry and cultivate the abilities to reasonably and creatively solve the problems with sense of ethics as members of workforce.
- (3) Each school shall make efforts to enable the students to voluntarily learn printing technology and printing industry aiming at establishing better society and to cultivate the students' attitude to independently and cooperatively work on creativity and development of printing industry.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Elementary practical training
- (2) Comprehensive practical training

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the contents, paying attention to safety, each school shall flexibly deal with such contents by focusing on the contents of practical training in accordance with interest/concerns and desirable career courses of the students, with consideration to safety, by having the students select the contents of practical training.
  - b Upon teaching the contents, while aiming at active utilization of information device, in order that the students can learn basics/foundation relating to printing technology, each school shall endeavor to connect with the other subjects relating to printing.
  - c Upon teaching the contents, while dealing with traditional techniques/skills relating to printing, each school shall make efforts to have the students comprehensively understand safety and health, ethics as technicians, consideration to environment and energy etc.

- (2) Regarding the scope and degree of the contents, the following shall be considered.
- a In practical training of〔teaching items〕(1), mechanism and structure of relevant machine, inspection equipment and maintenance and management of machine, printing paper and printing ink and the knowledge and techniques relating to bookbinding shall also be dealt with.
  - b Regarding the contents of〔teaching items〕(2), by integrating individual elementary techniques of(1), attention shall be paid in order that the students can comprehensively understand the flow from planning to delivery.
  - c Regarding the contents of〔teaching items〕(2), by obtaining cooperation from local companies etc. and including study tours to facilities and equipment relating to advanced technology relating to printing, each school shall devise in order that the students can work on experiential practical training such as internship etc.

## [ Project Study ]

### 1 Objectives

By utilizing point of view/way of thinking for printing and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for the students as workers that bear responsibility for sound and sustainable development of the society.

- (1) Each school shall endeavor to enable the students to acquire the mutually relevant techniques as well as to understand printing coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to printing technology and printing industry and seek the methods to solve such problems as the persons concerned to printing industry and to cultivate the abilities to creatively solve the problems based on scientific evidence.
- (3) Each school shall make efforts for the students to voluntarily learn aiming at improvement of the abilities to solve the problems and to cultivate the students' attitude to work on development of printing industry and social contribution independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Research, studies, experiments
- (2) Work production
- (3) Practical training in real industrial site etc.
- (4) Acquisition of vocational qualifications

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a According to the students' interests/concerns, and desired course, by making use of the contents of〔teaching items〕(1) to (4), each school shall endeavor to enable the students to set appropriate issues relating to physical therapy by individuals and groups, aim at deepening/integrating specialized knowledge and techniques through learning activities that the students independently and cooperatively work on, and engage in solving the issues relating to printing. Additionally, regarding the issues, more than 2 items that lies across (1) to (4) shall be able to be set.

- b Each school shall create the opportunities for the students to present the results of project study.

### 3 Designing Teaching Plans across Subjects and Dealing with The Contents

- 1 Upon preparing instruction plan, the following shall be considered.
  - (1) Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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 point of view/way of thinking of printing, and conducting experiments/practical training with anticipation, each school shall make efforts to enhance practical/experiential learning activities such as creatively conducting search based on scientific evidence.
  - (2) Regarding the Subjects relating to printing, each school shall have all the students complete "Outline for Printing" and "Project Study" in principle.
  - (3) In the Subjects relating to printing, in principle, 50 % or more of the number of teaching hours allocated to the subjects that belong to printing department shall be allocated to the ones for practical training.
  - (4) Each school shall devise to actively utilize the lecturer while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and industries etc.
  - (5) Regarding "Printing Plate Making Technology", "DTP Technology" and "Digital Image Technology", each school shall establish and mainly deal with appropriate teaching contents with consideration to the actual state of the school and its region.
  - (6) Regarding "Project Study", each school shall be able to allocate flexibly teaching hours as necessary in accordance with specification by annual guidance plan, with consideration to the actual state of the school and regions, interest/concerns of the students, and their desirable career courses etc.
- 2 Upon dealing with the contents, the following shall be considered.
  - (1) By clarifying the issues relating to information media and printing matters and actively adopting voluntary information collection and opinion exchange to solve such problems, each school shall further focus on learning activities relating to language activities to provide logical explanation based on scientific evidence. Additionally, aiming at establishment of knowledge and techniques relating to printing and deepening of the concept, the language activities including explanation of what the students experienced and solving problems etc. shall be adopted.
  - (2) Each school shall devise to enhance the effects of learning by actively utilizing computer and information communication network etc. Additionally, each school shall foster information moral based on scientific understanding, including intellectual property rights and personal information, as well as aiming at fostering the abilities to find out reliability and credibility of information secure such information.
- 3 Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and medicines etc., organizing learning environment, providing thorough instruction to prevent accidents. In addition, attention shall be fully paid for waste liquid treatment.

## Subsection 7 Hair Dressing and Cosmetic

### 1 Objectives

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By utilizing point of view/way of thinking for Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall aim at as follows fostering the qualities/abilities necessary for the students as workers that contribute to improvement of public health.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to coherently/systematically understand Hair Dressing and Cosmetic.
- (2) Each school shall enable the students to find the problems relating to Hair Dressing and Cosmetic and cultivate the abilities to reasonably and creatively solve the problems based on sense of ethics necessary for workers.
- (3) Each school shall make efforts to enable the students to foster rich humanity necessary as members of the workforce aiming at establishing better society and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

### 2 Subjects

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[ Related Laws and Regulations/Systems ]

#### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary to conduct Hair Dressing and Cosmetic.

- (1) Each school shall endeavor to enable the students to coherently/systematically laws and regulations/systems relating to Hair Dressing and Cosmetic.
- (2) Each school shall enable the students to find the problems related to the laws and regulations/systems relating to Hair Dressing and Cosmetic and to cultivate the abilities to creatively solve the problems based on professional ethics of Hair Dressing and Cosmetic.
- (3) Each school shall make efforts to enable the students to independently learn the laws and regulations/systems relating to Hair Dressing and Cosmetic aiming at better implementation of Hair Dressing and Cosmetic and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

#### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

[Teaching items]

- (1) Health administration
  - a Mechanism and meaning of health administration
  - b Organizations and activities of public health center
- (2) Barbers Act and Hairdressers Act
  - a History and purpose of the Act

- b Qualifications of barbers and hairdressers
  - c Establishment of barbershop and beauty salon
  - d Penal provisions
- (3) Other relevant laws and regulations
- a Act on Coordination and Improvement of Environmental Health Industry
  - b Laws and regulations related to consumer-protection
  - c Difference between Barbers Act and Hairdressers Act

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
- a Regarding the contents of〔teaching items〕(1) and (2), through study tours to barbershops and hairdressers, and public health centers, each school shall promote the students' awareness of roles of barbershops and hairdressers and meaning of barber shop/beauty salon.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
- a Regarding the contents of〔teaching items〕(1), among the organizations of health administration, in particular, each school shall focus on the organizations and activities of the public health centers that are deeply related to barber shops and beauty salons.
  - b Regarding the contents of〔teaching items〕(2), in particular, each school shall deal with compliance rules related to the work of barbers and hairdressers.
  - c Regarding the contents of〔teaching items〕(3), aiming at the relation with the work of Hair Dressing and Cosmetic, the relevant laws and regulations shall be dealt with.

## [ Hygiene Management ]

### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary to conduct Hair Dressing and Cosmetic work.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand basic knowledge relating coherently/systematically to hygiene management in Hair Dressing and Cosmetic.
- (2) Each school shall enable the students to find the problems relating to Hair Dressing and Cosmetic and cultivate the abilities to reasonably and creatively solve the problems based on sense of ethics of Hair Dressing and Cosmetic.
- (3) Each school shall make efforts to enable the students to independently learn hygiene management in Hair Dressing and Cosmetic aiming at better implementation of Hair Dressing and Cosmetic and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Outline for public health
  - a Meaning and history of public health
  - b Public health centers and Hair Dressing and Cosmetic work

- (2) Environmental hygiene
  - a Introduction for environmental hygiene
  - b Details of environmental hygiene
  - c Environmental hygiene in barber shops and beauty salons
- (3) Infectious diseases
  - a Kinds and causes of infectious diseases
  - b Prevention of infectious diseases
  - c Hair Dressing and Cosmetic and infectious diseases
- (4) Hygiene management techniques
  - a Meaning and purpose of disinfection
  - b Kinds of disinfection method
  - c Practice for disinfection

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the contents, while connecting with the ones of “Health”, each school shall make efforts to have the students acquire practical knowledge and techniques for hygiene measures in Hair Dressing and Cosmetic work.
  - b Regarding the contents of〔teaching items〕(4), as disinfection of tools are especially significant upon carrying out Hair Dressing and Cosmetic work, each school shall make efforts to have the students understand their meaning and learn appropriate techniques necessary for disinfection through experiments/practical training.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1), connection between public health and Hair Dressing and Cosmetic work, responsibility of barbers and hairdressers, and the duties of public health centers shall be intensively dealt with.
  - b Regarding the contents of〔teaching items〕(2), environment and health, hygiene of food, clothing and housing, waste disposal and environmental preservation shall be intensively dealt with.
  - c Regarding the contents of〔teaching items〕(3), the matters deeply related to Hair Dressing and Cosmetic such as kinds of infectious diseases shall be intensively dealt with.
  - d Regarding the contents of〔teaching items〕(4), summary of handling of disinfection instruments and storage methods for disinfectants etc. shall be dealt with.

## { Health }

### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary to conduct Hair Dressing and Cosmetic work.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand basic knowledge relating coherently/systematically to health of Hair Dressing and Cosmetic.
- (2) Each school shall enable the students to find the problems relating to health of Hair Dressing and Cosmetic and cultivate the abilities to reasonably and creatively solve the problems based on sense of ethics of Hair Dressing and Cosmetic.

- (3) Each school shall make efforts to enable the students to independently learn health of Hair Dressing and Cosmetic aiming at better implementation of Hair Dressing and Cosmetic and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1 .

〔Teaching items〕

- (1) Human Body Structure and Function
  - a Human body structure
  - b Controlling function of human body
  - c Skelton and muscle of human body
  - d Neurological function of human body
- (2) Structure and function of skin and appendages of skin
  - a Structure
  - b Physiological effects
- (3) Hygiene of skin and appendages of skin
  - a Factors that directly affect skin
- (4) Diseases of skin and appendages of skin
  - a Kinds, causes, symptoms of diseases
  - b Perfumery and cosmetics used for Hair Dressing and Cosmetic and its relationships with allergy

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the contents, by utilizing various kinds of models and specimen and devising images etc., each school shall endeavor to have the students learn expert knowledge.
  - b Regarding the contents of〔teaching items〕 (2) to (4) , each school shall make efforts to have the students learn accurate knowledge and techniques relating to skin diseases and their infection routes, pathogenic bacteria and its infectious method and prevention method, while connecting with “Hygiene Management” and “Perfumery and Cosmetics Chemistry”.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a The contents of〔teaching items〕 (1) shall also include skeletons and muscles that use upon treatment while connecting with the organs.
  - b Regarding the contents of〔teaching items〕 (2), the structure of skin and appendages of skin and outline for physiological effects shall be dealt with.
  - c Regarding the contents of〔teaching items〕 (3), public health of hair shall be intensively dealt with.
  - d Regarding the contents of〔teaching items〕 (4), the factors that affect skin and appendages of skin and the relationship with perfumery and cosmetics chemistry shall be intensively dealt with.

〔Perfumery and Cosmetics Chemistry〕

### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary to conduct Hair Dressing and Cosmetic.

- (1) Each school shall endeavor to enable the students to acquire the relevant

techniques as well as to understand basic knowledge relating coherently/systematically to perfumery and cosmetics chemistry.

- (2) Each school shall enable the students to find the problems relating to perfumery and cosmetic chemistry and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Hair Dressing and Cosmetic.
- (3) Each school shall make efforts to enable the students to independently learn perfumery and cosmetic chemistry aiming at better implementation of Hair Dressing and Cosmetic and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Chemistry relating to perfumery and cosmetic
  - a Structure of substances
  - b Chemical reaction and chemical compound
  - c Water and metals
  - d Introduction of perfumery and cosmetic
  - e Kinds and raw materials of perfumery and cosmetic
  - f Intended use and handling of basic cosmetics

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the contents, along with emphasizing on experiments/practical training and observations, each school shall endeavor to learn practical knowledge while connecting with the contents of "Health", "Hair Dressing Practice" and "Cosmetic Practice"
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1), the outline of chemistry relating to perfumery and cosmetic and cosmetic ingredients shall be dealt with, such as properties of solutions, raw materials of perfumery and cosmetic, kinds of detergents etc.

[ Theory of Culture ]

### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary to conduct Hair Dressing and Cosmetic work.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand basic knowledge relating coherently/systematically to culture of Hair Dressing and Cosmetic.
- (2) Each school shall enable the students to find the problems relating to culture of Hair Dressing and Cosmetic and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Hair Dressing and Cosmetic.
- (3) Each school shall make efforts to enable the students to independently learn culture of Hair Dressing and Cosmetic aiming at better implementation of Hair Dressing and Cosmetic and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Cultural history of Hair Dressing and Cosmetic
  - a History of Hair Dressing and Cosmetic culture
  - b Transition of Hair Dressing and Cosmetic
  - c Influence by fashion
- (2) Dresses and accessories
  - a History of dresses and accessories
  - b Hair Dressing and Cosmetic industry and dresses and accessories

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Each school shall teach the contents in order to cultivate sense of beauty, ability of representation and ability of appreciation in connection with the subjects of art etc. Additionally, in accordance with the students' interest/concerns, hair styles shall be comprehensively dealt with by setting the opportunities to have study tours.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1), the fashion that represent the times and regions shall also be dealt with.
  - b Regarding the contents of〔teaching items〕(2), based on the dresses and accessories that represent the times and regions, the outline for their characteristics, function and fashionability shall be dealt with.

## 〔 Theory for Hair dressing and Cosmetic 〕

### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary to conduct Hair Dressing and Cosmetic work.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand basic knowledge relating coherently/systematically to techniques of Hair Dressing and Cosmetic.
- (2) Each school shall enable the students to find the problems relating to techniques of Hair Dressing and Cosmetic and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Hair Dressing and Cosmetic.
- (3) Each school shall make efforts to enable the students to independently learn techniques of Hair Dressing and Cosmetic aiming at better implementation of Hair Dressing and Cosmetic and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Handling of tools etc.
  - a Kinds and intended use of tools

- b Form and function of tools
- c Selecting method and maintenance of tools
- d Facilities/equipment of barber shops and beauty salons
- (2) Fundamental techniques
  - a Meaning of Hair Dressing and Cosmetic techniques
  - b Hair Dressing and Cosmetic techniques and names of human body parts
  - c Working posture
- (3) Techniques for head, face, and neck
  - a Hair design and cutting
  - b Shampooing and rinsing
  - c Head massage and hair treatment
  - d Kinds and characteristics of hair setting
  - e Shaving by barber
  - f Facial treatment techniques
- (4) Special techniques
  - a Aesthetic techniques and nail techniques etc.
- (5) Hair dressing/cosmetic design
  - a Meaning and application of hair design modeling
  - b Principle of coloring and its application in Hair Dressing and Cosmetic
- (6) Cosmetic techniques in Kimono costume
  - a Cosmetic techniques in Kimono costume

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a The contents shall be taught in connection with “Hair Dressing Practice” and “Cosmetic Practice”. Additionally, each school shall have the students learn knowledge and techniques in detail, through study tours to the facilities of barber shops and beauty salons etc. and observation of their work, and operation etc. of tools and equipment.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1), the correct method to use the tools, kinds and characteristics of Hair Dressing and Cosmetic, and facilities/equipment of barber shops and beauty salons shall be dealt with.
  - b Regarding the contents of〔teaching items〕(2), the mental attitude and sense of ethics as barbers and hairdressers, and hygiene measures etc. necessary for their actual work shall be outlined.
  - c Regarding the contents of〔teaching items〕(3), various kinds of techniques for head shall be outlined focusing on hair design as the basis.
  - d Regarding the contents of〔teaching items〕(5), basic contents such as principle of color and modeling etc. shall be mainly dealt with in connection with Hair Dressing and Cosmetic.
  - e Regarding the contents of〔teaching items〕(6), the origin and names of Japanese coiffures and their characteristics, and techniques for wearing the kimono etc. shall be intensively dealt with.

## [ Operational Management ]

### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for operational management for Hair Dressing and Cosmetic work.

- (1) Each school shall endeavor to enable the students to acquire the relevant

techniques as well as to understand basic knowledge relating coherently/systematically to operational management for Hair Dressing and Cosmetic work.

- (2) Each school shall enable the students to find the problems relating to techniques of Hair Dressing and Cosmetic and cultivate the abilities to reasonably and creatively solve the problems based on operational management for Hair Dressing and Cosmetic work.
- (3) Each school shall make efforts to enable the students to independently learn operational management for Hair Dressing and Cosmetic work aiming at better implementation of Hair Dressing and Cosmetic and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Business management
  - a Basics of business strategy and business management
  - b Operation of barber shops/beauty salons
- (2) Labor management
  - a Fundamental theory of labor management
  - b Social security system
- (3) Customer service
  - a Meaning and techniques of customer service
  - b Basic matters of customer correspondence

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the contents, each school shall endeavor to foster the work values relating to Hair Dressing and Cosmetic work without being limited to logical and technical learning of business management and labor management.
  - b The contents of〔teaching items〕(3) shall be taught in connection with “Hair Dressing Practice” and “Cosmetic Practice”. Additionally, through the practical training in barber shops and beauty salons, each school shall make efforts to foster the students' practical attitude and abilities. Furthermore, upon teaching the customer service, corresponding to the characteristics of communication methods of individual students, attention shall be paid to have the students acquire appropriate methods to serve the customers.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1), the basic theory and cases relating to business management and office work shall be dealt with. Additionally, each school shall teach the current state of hair dressing industry and cosmetic industry etc. based on the specific cases.
  - b Regarding the contents of〔teaching items〕(2), the purpose and scope of labor management shall be dealt with in connection with the relevant laws and regulations.
  - c Regarding the contents of〔teaching items〕(3), meaning of customer service and terms for customer service shall be intensively dealt with through practical training.

## [ Hair Dressing Practice ]

### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for hair dressing practice.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand basic knowledge relating coherently/systematically to hair dressing practice.
- (2) Each school shall enable the students to find the problems relating to hair dressing practice and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of hair dressing.
- (3) Each school shall make efforts to enable the students to independently learn aiming at better implementation of hair dressing practice and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

[Teaching items]

- (1) Basic technical practice training
  - a Preparation for practical training
  - b Workplace and posture
  - c Hygiene management of facilities
- (2) Practical training for handling of tools
  - a Management method and disinfection method
  - b Basic operation
- (3) Technical practical training for head, face and neck
  - a Techniques for hair cutting
  - b Techniques for shampooing
  - c Hair treatment techniques
  - d Hair iron techniques
  - e Permanent waving
  - f Hair coloring
  - g Shaving and other facial treatment techniques
- (4) Practical training for special techniques
  - a Aesthetic techniques
  - b Nail techniques
- (5) Comprehensive practices

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the contents, while connecting with "Theory for Hairdressing/Cosmetic Technique", the special techniques as barbers shall be dealt with.
  - b Upon teaching basic operation of instruments and tools, emergency treatment method for injuries shall be mentioned while prioritizing learning for safe and secure operation of such instruments and tools.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of [teaching items] (1), general points to be considered and the ones on hygiene upon practical training shall be dealt with.

- b Regarding the contents of〔teaching items〕(2), disinfection methods for cutlery, comb and brush etc. shall be intensively dealt with, while paying attention to cutlery.
- c Regarding the contents of〔teaching items〕(3), the practical side of head treatment, facial treatment and neck treatment shall be dealt with, focusing on the order from preparation to post treatment and characteristics of various kinds of techniques.
- d Regarding the contents of〔teaching items〕(4), handling of various kinds of perfumery and cosmetics, methods for patch test and basic skills for massaging etc. shall be dealt with.

## [ Cosmetic Practice ]

### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for cosmetic practice.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand basic knowledge relating coherently/systematically to cosmetic practice.
- (2) Each school shall enable the students to find the problems relating to cosmetic practice and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of cosmetic.
- (3) Each school shall make efforts to enable the students to independently learn aiming at better implementation of cosmetic practice and to cultivate the students' attitude to independently and cooperatively work on improvement of people's public health.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 2.

#### 〔Teaching items〕

- (1) Basic technical practice training
  - a Preparation for practical training
  - b Workplace and posture
  - c Hygiene management of facilities
- (2) Practical training for handing of tools
  - a Management method and disinfection method
  - b Basic operation
- (3) Technical practical training for head, face, and neck
  - a Hair treatment techniques
  - b Techniques for shampooing
  - c Hair cutting techniques
  - d Permanent techniques
  - e Hair setting techniques
  - f Hair coloring
  - g Make-up
  - h Eyelash extension
- (4) Practical training for special techniques
  - a Aesthetic techniques
  - b Nail techniques
- (5) Kimono wearing costume practices

- a Japanese coiffure
  - b Kimono wearing
- (6) Comprehensive practices

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
- a Upon teaching the contents, while connecting with “Theory for Hairdressing- /Cosmetic Technique”, the special techniques as hairdressers shall be dealt with.
  - b Upon teaching basic operation of instruments and tools, emergency treatment method for injuries shall be mentioned while prioritizing learning for safe and secure operation of such instruments and tools.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
- a Regarding the contents of〔teaching items〕(1), general points to be considered and the ones on hygiene upon practical training shall be dealt with.
  - b Regarding the contents of〔teaching items〕(2), disinfection methods for cutlery, comb and brush etc. shall be intensively dealt with, while paying attention to cutlery.
  - c Regarding the contents of〔teaching items〕(3), the order from preparation to post treatment and the basic techniques in particular the ones for cutting, curling, and winding shall be dealt with.
  - d Regarding the contents of〔teaching items〕(4), handling of various kinds of perfumery and cosmetics, methods for patch test and basic skills for massaging etc. shall be dealt with.
  - e Regarding the contents of〔teaching items〕(5), by mentioning significance of traditional hair style, basic techniques for kimono wearing shall be dealt with.

## { Hairdressing and Cosmetic Information }

### 1 Objectives

By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary to conduct Hair Dressing and Cosmetic work.

- (1) By utilizing point of view/way of thinking related to Hair Dressing and Cosmetic Information and implementing practical/experiential learning activities, each school shall make efforts as follows to foster the qualities/abilities necessary for Hair Dressing and Cosmetic work.
- (2) Each school shall enable the students to find the problems relating to Hair Dressing and Cosmetic Information and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Hair Dressing and Cosmetic.
- (3) Each school shall make efforts to enable the students to independently learn Hair Dressing and Cosmetic Information aiming at better implementation of cosmetic practice and to cultivate the students’ attitude to independently and cooperatively work on solving problems relating to Hair Dressing and Cosmetic.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### {Teaching items}

- (1) Ethics and responsibilities of information society
  - a Characteristics of information society

- b Ethics of information society
- c Individual responsibility to deal with information
- (2) Utilization and management of information in Hair Dressing and Cosmetic
  - a Information of health care and welfare field
  - b Characteristics of information system
  - c Utilization of information
  - d Management of information
- (3) Solution of problems in Hair Dressing and Cosmetic
  - a Information collection corresponding to problems
  - b Information analysis and solution method
  - c Information distribution method

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Each school shall make efforts to foster the students' abilities to determine reliability of information and information moral in order that the students can appropriately use of information and information network by adopting various themes and data through practices corresponding to development of information techniques.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of [teaching items] (1), protection of intellectual property including personal privacy and copyright, information management by individuals and responsibility relating to information transmission shall be dealt with relating to legislation.
  - b Regarding the contents of [teaching items] (2), the examples in the region shall be dealt with for the characteristics and utilization of information and communication network shared by the parties engaged in Hair Dressing and Cosmetic. Additionally, the contents shall be dealt with by connecting with the legislation regarding significance of information security in work.
  - c Regarding the contents of [teaching items] (3), the practices shall be implemented where the students can independently determine the issues, collect, and analyze information, carry out modelling toward solution of issues, simulation and programming, and devise and discuss communication methods based on information design etc.

## [ Project Study ]

### 1 Objectives

By utilizing point of view/way of thinking of Hair Dressing and Cosmetic, through the practical/experiential learning activities, efforts shall be made as follows to foster the qualities/abilities necessary for the students as members of the workforce to support society and contribute to development of industry.

- (1) Each school shall endeavor to enable the students to acquire the mutually relevant techniques as well as to coherently/systematically understand Hair Dressing and Cosmetic.
- (2) Each school shall enable the students to find the problems relating to Hair Dressing and Cosmetic and seek the methods to solve such problems as barbers/hairdressers and to cultivate the abilities to creatively solve the problems based on scientific evidence.
- (3) Each school shall make efforts for the students to voluntarily learn aiming at improvement of the abilities to solve the problems and to cultivate the students' attitude to work on appropriate and reasonable treatment independently and

cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Research, studies, experiments
- (2) Work production
- (3) Practical training in real industrial site etc.
- (4) Acquisition of vocational qualifications

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a According to the students' interests/concerns, and desired course, by making use of the contents of〔teaching items〕(1) to (4), each school shall endeavor to enable the students to set appropriate issues relating to Hair Dressing and Cosmetic by individuals and groups, aim at deepening/integrating specialized knowledge and techniques through learning activities that the students independently and cooperatively work on, and engage in solving the issues relating to Hair Dressing and Cosmetic. Additionally, regarding the issues, two items and more that lies across (1) to (4) shall be able to be set.
  - b Each school shall create the opportunities for the students to present the results of Project Study.

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## 3 Designing Teaching Plans across Subjects and Dealing with The Contents

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### 1 Upon preparing instruction plan, the following shall be considered.

- (1) Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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 point of view/way of thinking of Hair Dressing and Cosmetic, and conducting experiments/practical training with anticipation, each school shall make efforts to enhance practical/experiential learning activities such as creatively conducting search based on scientific evidence.
- (2) In accordance with the kinds of qualifications that the students intend to acquire, the contents of the Subjects shall be selected.
- (3) Upon teaching Subjects, through experiments/practical training as much as possible, each school shall make efforts to enable the students to understand such subjects in detail.
- (4) Each school shall devise to actively utilize the lecturer while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and industries etc.

### 2 Upon dealing with the contents, the following shall be considered.

- (1) Upon teaching the Subjects, in consideration with development state of various techniques and perfumery and cosmetic etc., special attention shall be paid for learning scientific knowledge and practical techniques.
- (2) Upon teaching the Subjects, aiming a utilization of computer and information communication network etc., each school shall endeavor to enhance the effects of learning.

### 3 Upon implementing experiments/practical training, sufficient attention shall be

paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and medicines etc., organizing learning environment, providing thorough instruction to prevent accidents. Additionally, by thoroughly implementing instruction for waste liquid processing, sufficient attention shall be paid to natural environment protection.

## Subsection 8 Cleaning

### 1 Objectives

By utilizing point of view/way of thinking for cleaning and implementing practical/experiential learning activities, through cleaning, each school shall aim at as follows fostering the qualities/abilities necessary for the students as workers that contribute to improvement of public health.

- (1) Each school shall endeavor to enable the students to acquire the relevant techniques as well as to understand cleaning coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to cleaning and cultivate the abilities to reasonably and creatively solve the problems based on sense of ethics necessary for workers.
- (3) Each school shall make efforts to enable the students to foster rich humanity necessary as members of the workforce aiming at establishing better society and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

### 2 Subjects

[ Related Laws and Regulations for Cleaning ]

#### 1 Objectives

By utilizing point of view/way of thinking for cleaning and implementing practical-/experiential learning activities, through cleaning, each school shall aim at as follows fostering the qualities/abilities necessary to implement cleaning.

- (1) Each school shall endeavor to enable the students to understand basic knowledge coherently/systematically for related laws and regulations for cleaning.
- (2) Each school shall enable the students to find the problems relating to related laws and regulations for cleaning and cultivate the abilities to reasonably and creatively solve the problems based on sense of ethics for cleaning.
- (3) Each school shall make efforts to enable the students to independently learn related laws and regulations for cleaning aiming at better implementation of cleaning and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

#### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

[Teaching items]

- (1) Overview of legal system
  - a Meaning and role of laws
  - b Overview of hygienic regulations
  - c Mechanism and meaning of health administration
- (2) Laundries Act
  - a History and purpose
  - b Dry cleaners' license etc.
  - c Detailed rules of the Act
- (3) Related laws and regulations
  - a Act on Prevention of Infectious Diseases and Medical Care for Patients with

- infectious Diseases
- b Water Pollution Prevention Act
- c Waste Management and Public Cleansing Act
- d Act on Confirmation etc. of Release Amounts of Specific Chemical Substances in the Environment and Promotion of Improvements to the Management Thereof
- e Industrial Safety and Health Act

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a The contents of〔teaching items〕(2) and (3) shall be dealt with based on the specific cases relating to the related laws and regulations of cleaning business and health maintenance of the person concerned thereto.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a The contents of〔teaching items〕(1) shall be taught regarding the roles and operation of laws and the mechanism of health administration etc. in connection with cleaning business.
  - b Regarding the contents of〔teaching items〕(2) social meaning of cleaning business, the mental attitude as the persons in cleaning business and the ones concerned and the sense of ethics and matters to be observed shall be mentioned.
  - c Regarding the contents of〔teaching items〕(3), poisonousness of dry cleaning solvent, relationship between waste water and environmental pollution, and environmental hygiene of the persons concerned shall be outlined.

## [ Public Health ]

### 1 Objectives

By utilizing point of view/way of thinking for cleaning and implementing practical-/experiential learning activities, through cleaning, each school shall aim at as follows fostering the qualities/abilities necessary to implement cleaning.

- (1) Each school shall have the students understand actual knowledge relating to public health coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to public health and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics for cleaning.
- (3) Each school shall make efforts to enable the students to independently learn public health in cleaning aiming at better implementation of cleaning and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Outline for public health
  - a Meaning of public health
  - b Progress and problems in public health
- (2) Environmental hygiene
  - a Creatures and environment
  - b Changes in life and environmental changes
  - c Natural environment and social environment
  - d Environmental hygiene activities

- (3) Preventative hygiene
  - a Disease prevention
  - b Infectious diseases
  - c Lifestyle related diseases
- (4) Infectious diseases
  - a Infectious diseases and social life
  - b Kinds and causes of infectious diseases
  - c Preventive vaccination
- (5) Disinfection
  - a Meaning and definition of disinfection
  - b Kinds and methods of disinfection
  - c Cleaning business and necessity of disinfection
- (6) Concerns for environment
  - a Kinds of pollution and environmental conservation
  - b Cleaning business and countermeasures for environmental pollution

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(2), the relationships between human beings and environment, development of science and technology and environmental pollution, necessity of environmental conservation shall be taught in detail by giving examples.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(2), while deepening the concerns to water, air sunlight and food, clothing and housing, the relationships between pollution and environmental pollution and environmental hygiene activities shall be taught.
  - b Regarding the contents of〔teaching items〕(3) and (4), based on advance of medicine and graying of society, and learning of disease prevention etc., the relationship between infectious diseases and cleaning shall be dealt with in detail.
  - c Regarding the contents of〔teaching items〕(5), classification of washing objects based on Laundries Act, disinfection methods and handling of various kinds of disinfectants, and cessation of business of the persons concerned etc. shall be dealt with.
  - d Regarding the contents of〔teaching items〕(6), countermeasures for environmental pollution necessary for cleaning work shall be intensively taught.

## [ Theory for Cleaning ]

### 1 Objectives

By utilizing point of view/way of thinking for cleaning and implementing practical-/experiential learning activities, through cleaning, each school shall aim at as follows fostering the qualities/abilities necessary to implement cleaning.

- (1) Each school shall have the students coherently/systematically understand actual knowledge relating to theory for cleaning.
- (2) Each school shall enable the students to find the problems relating to theory for cleaning and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics for cleaning.
- (3) Each school shall make efforts to enable the students to independently learn

theory for cleaning aiming at better implementation of cleaning and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Clothes and the stain on them
  - a History and purpose of cleaning
  - b Purpose of wearing
  - c Kinds of stain
  - d Adhesion mechanism of stain
- (2) Science of cleaning
  - a Three elements of cleaning
  - b Mechanism for cleaning effect
- (3) Water and cleaning effect
  - a Hard water and soft water
  - b Drawbacks of hard water and method for softening water
- (4) Surfactant
  - a Structure and characteristics of surfactant
  - b Kinds and effects of detergent builder
  - c Kinds and effects of auxiliary agents
- (5) Detergent and solvent
  - a Difference between detergent and solvent
  - b Effects of detergent and solvent
- (6) Laundry
  - a Laundry and wet cleaning
  - b Washing objects and cleaning methods
  - c Process of laundry
- (7) Wet cleaning
  - a Washing objects
  - b Detergent and washing methods
- (8) Dry cleaning
  - a Solvent and detergent
  - b Process and washing method
  - c Solvent management and cleansing methods
- (9) Special processing and stain removal
  - a Purpose and kinds of processing
  - b Tools and machines for stain removal
  - c Classification and distinction of stain
  - d Stain removal method

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the contents, the experiments/practical training shall be mainly dealt with.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1), the kinds and characteristics of stain in association with wearing clothes shall be intensively dealt with.
  - b Regarding the contents of〔teaching items〕(4), the kinds of surfactants shall be intensively dealt with.
  - c Regarding the contents of〔teaching items〕(6), the characteristics of laundry

- and appropriate washing objects, detergent concentration and time for washing in line with the process etc. shall be intensively dealt with.
- d Regarding the contents of〔teaching items〕(8), the characteristics of dry cleaning, handling of organic solvent and impacts thereof on human body and waste disposal shall be intensively dealt with.
  - e Regarding the contents of〔teaching items〕(9), knowledge relating to stain removal, handling and management of chemicals and damage on washing objects shall be dealt with.

## [ Texture ]

### 1 Objectives

By utilizing point of view/way of thinking for cleaning and implementing practical-/experiential learning activities, through cleaning, each school shall aim at as follows fostering the qualities/abilities necessary to implement cleaning.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand actual knowledge relating coherently/systematically to device/apparatus for cleaning.
- (2) Each school shall enable the students to find the problems relating to textile products and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics for cleaning.
- (3) Each school shall make efforts to enable the students to independently learn theory for cleaning aiming at better implementation of cleaning and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Kinds of textile
  - a Classification of fiber materials
- (2) Characteristics and distinction of texture
  - a Properties of various kinds of texture
  - b Distinction of various kinds of texture
- (3) Woven fabric and knit
  - a Structure and properties of woven fabric
  - b Structure and properties of knit
  - c Non-woven fabric etc.
- (4) Various processing of texture
  - a Purpose and kinds of various processing
- (5) Cleaning and handling of accessories and ornaments
  - a Handling of accessories and prevention of damage on them

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(2) and (4), the experiments/practical training related to characteristics, distinction methods and processing of various kinds of texture shall be adopted.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(2), intended use and handling of various kinds of texture shall be intensively dealt with.

- b Regarding the contents of〔teaching items〕(3), respective intended use and handling of woven fabric and knit, non-woven fabric and artificial leather shall be intensively dealt with.
- c Regarding the contents of〔teaching items〕(4), waterproofing method and moth proofing method etc. shall be dealt with.
- d Regarding the contents of〔teaching items〕(5), prevention methods for damage and dissolution of buttons and ornaments etc. shall be dealt with.

## [ Device/Apparatus for Cleaning ]

### 1 Objectives

By utilizing point of view/way of thinking for cleaning and implementing practical-/experiential learning activities, through cleaning, each school shall aim at as follows fostering the qualities/abilities necessary to implement cleaning.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand actual knowledge relating coherently/systematically to device-/apparatus for cleaning.
- (2) Each school shall enable the students to find the problems relating to device/apparatus for cleaning and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics for cleaning.
- (3) Each school shall make efforts to enable the students to independently learn utilization of device/apparatus for cleaning aiming at better implementation of cleaning and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### [Teaching items]

- (1) Structure and operation of device/apparatus for cleaning
  - a Washing machine and dehydrator
  - b Starch cooker and water heater
  - c Dryer
  - d Brushing apparatus
- (2) Structure and operation of device/apparatus for dry cleaning
  - a Washing machine and dehydrator
  - b Cleansing device
- (3) Structure and operation of various kinds of pressing machine
  - a Shirt presser etc.
  - b Trousers press machine etc.
  - c Bed sheet roller
- (4) Stain removal machine
  - a Steam stain remover
  - b Ultrasonic stain remover
  - c Jet spotter
- (5) Boiler
  - a Structure of boiler
  - b Management of boiler feed water
- (6) Safe operation of device/apparatus and prevention of hazard and accident
  - a Steam valve
  - b Power source and motor
  - c Prevention of accident/hazard

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(4), skills practice and practical training relating to various kinds of stain remover and tools etc. shall be mainly taught.
  - b The contents of〔teaching items〕(6) shall be dealt with in connection with safe operation of device/apparatus and the matters related to inspection and prevention of accident/hazard.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Upon teaching the contents, basic structure, principle and function of device/apparatus and maintenance and management thereof shall be intensively dealt with from the viewpoint of safe operation and prevention of accident/hazard.

## [ Practice for Cleaning ]

### 1 Objectives

By utilizing point of view/way of thinking for cleaning and implementing practical-/experiential learning activities, through cleaning, each school shall aim at as follows fostering the qualities/abilities necessary to implement cleaning.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand actual knowledge relating coherently/systematically to cleaning.
- (2) Each school shall enable the students to find the problems relating to practice for cleaning and cultivate the abilities to reasonably and creatively solve the problems based on professional ethics for cleaning.
- (3) Each school shall make efforts to enable the students to independently learn aiming at better implementation of cleaning and to cultivate the students' attitude to work on improvement of people's public health independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Laundry
  - a Reception and sorting of laundry
  - b Practice for laundry
  - c Drying method for each kind of washing object
- (2) Wet cleaning
  - a Practice for wet cleaning
  - b Handling of dry-cleaned washing objects
  - c Carpet cleaning
- (3) Dry cleaning
  - a Practice for dry cleaning
  - b Management of solvent and cleansing method
  - c Organic solvent and waste materials
- (4) Finishing
  - a Hand iron finishing
  - b Sheet roller finishing and folding method
  - c Finishing by various kinds of pressing machine and adjustment
- (5) Stain removal
  - a Discrimination of stain and chemicals used for stain removal

- b Practice for stain removal
- c Handling and management of chemicals

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Each school shall enable the students to appropriately handle device/apparatus through study tours to and practical training in industrial sites such as laundry factories etc.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1) to (3), sorting of washing objects according to displaying symbols and washing methods and process suitable for respective washing objects shall be intensively taught. In particular, the content of (3) shall be dealt with by paying attention to management of solvent and cleansing methods.
  - b Regarding the contents of〔teaching items〕(5), handling of chemicals shall be taught in detail.

## [ Project Study ]

### 1 Objectives

By utilizing point of view/way of thinking of cleaning, through the practical-/experiential learning activities, efforts shall be made as follows to foster the qualities-/abilities necessary for the students as members of the workforce to support society and contribute to development of industry.

- (1) Each school shall endeavor to enable the students to acquire the mutually relevant techniques as well as to understand various fields of cleaning coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to cleaning and seek the methods to solve such problems as the persons concerned to cleaning and industries related to cleaning and to cultivate the abilities to creatively solve the problems based on scientific evidence.
- (3) Each school shall make efforts for the students to voluntarily learn aiming at improvement of the abilities to solve the problems and to cultivate the students' attitude to work on maintenance and promotion of public health independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Research, studies, experiments
- (2) Practical training in real industrial site etc.
- (3) Acquisition of vocational qualifications

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.

- a According to the students' interests/concerns, and desired course, by making use of the contents of [teaching items] (1) to (3), each school shall endeavor to enable the students to set appropriate issues relating to cleaning by individuals and groups, aim at deepening/integrating specialized knowledge and techniques through learning activities that the students independently and cooperatively work on and engage in solving the issues relating to cleaning. Additionally, regarding the issues, two items and more that lies across (1) to (3) shall be able to be set.
- b Each school shall create the opportunities for the students to present the results of Project Study.

### 3 Designing Teaching Plans across Subjects and Dealing with The contents

- 1 Upon preparing instruction plan, the following shall be considered.
  - (1) Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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 point of view/way of thinking of cleaning, and conducting experiments/practical training with anticipation, each school shall make efforts to enhance practical/experiential learning activities such as creatively conducting search based on scientific evidence.
  - (2) Upon teaching the Subjects, with consideration of the apparatus relating to various kinds of chemical fibers and finishing and technological development, attention shall be paid in order that the students can acquire scientific knowledge and practical techniques.
  - (3) Each school shall devise to actively utilize the lecturer while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and industries etc.
- 2 Upon dealing with the contents, the following shall be considered
  - (1) Regarding the solutions of problems relating to cleaning, each school shall make efforts to enhance language activities, including logical explanation and discussion based on scientific evidence.
  - (2) Upon teaching the contents, each school shall devise to enhance learning effects, aiming at utilization of computer and information communication network.
- 3 Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and medicines etc., organizing learning environment, providing thorough instruction to prevent accidents and conserve environment. Additionally, sufficient attention shall be paid to waste liquid processing.

## Subsection 9 Dental Technique

### 1 Objectives

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By utilizing point of view/way of thinking for dental technique and implementing practical/experiential learning activities, through dental technique, each school shall aim at as follows fostering the qualities/abilities necessary for the students as workers that contribute to development of dental technique.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand dental techniques coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to dental technique and to cultivate the abilities to reasonably and creatively solve the problems based on sense of ethics necessary for workers.
- (3) Each school shall make efforts to foster rich humanity necessary as members of the workforce, to voluntarily learn aiming at establishing better society and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

### 2 Subjects

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#### [ Laws and Regulations Related to Dental Techniques ]

##### 1 Objectives

By utilizing point of view/way of thinking for Dental Technique and implementing practical/experiential learning activities, through dental technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of dental techniques.

- (1) Each school shall enable the students to understand Laws and Regulations Related to Dental Techniques coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to Laws and Regulations Related to Dental Techniques and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of dental techniques.
- (3) Each school shall make efforts to enable the students to independently learn Laws and Regulations Related to Dental Techniques aiming at better implementation of dental techniques and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

##### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

##### [Teaching items]

- (1) Overview of legal system
  - a Concept and system for laws
- (2) Health administration
  - a Mechanism and meaning of health administration
  - b Organizations and activities of health administration
- (3) Dental Technicians Act
  - a Purpose and definition of the Act
  - b Licence and duties for dental technician

- c Dental technical factory
- d Penal provisions and supplementary provisions
- (4) Related laws and regulations
  - a Medical Treatment Law
  - b Dentist Law
  - c Dental Hygienist Law

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(3), while connecting with the ones of (4), each school shall make efforts to have the students deepen understanding of penal provisions and notifications as well as to promote the students' appropriate understanding of basic terms in Dental Technicians Act.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1) and (2), establishment of legal framework and national and prefectural health administration shall be outlined.
  - b Regarding the contents of〔teaching items〕(3), each school shall deal with the mental attitude and sense of ethics as workers as well as to have the students comprehensively understand summary of Dental Technicians Act, requirements of the license of dental technician and work of dental technician etc.
  - c Each school shall teach the contents of〔teaching items〕(4), focusing on the relationship between the contents of work etc. of various health professionals and dental technicians.

## [ Outline for Dental Technique ]

### 1 Objectives

By utilizing point of view/way of thinking for dental techniques and implementing practical/experiential learning activities, through Dental Technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of dental techniques.

- (1) Each school shall enable the students to coherently/systematically understand basic knowledge related to Dental Technique and function of oral cavity and diseases.
- (2) Each school shall enable the students to find the problems relating to Dental Technique and function of oral cavity and diseases and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Dental technique.
- (3) Each school shall make efforts to enable the students to independently learn Dental Technique aiming at better implementation of dental techniques and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 2.

#### 〔Teaching items〕

- (1) Introduction for dental techniques
  - a Dental treatment and dental techniques
  - b Role and ethics of dental technicians

- c Form of function of facial and oral tissue
- d Dental diseases and changes in surrounding tissue.
- e Dental techniques in Dental clinical practices
- f Oral and general health
- (2) Management and operation of dental techniques
  - a Work environment for dental techniques
  - b Duties of dental techniques and their operation management
  - c Hygiene management in dental techniques

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1) and (2), each school shall have the students cultivate awareness as medical professionals as well as understand outline of dental techniques.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1), the fundamental matters necessary for dental techniques shall be intensively dealt with.
  - b Regarding the contents of〔teaching items〕(2), each school shall have the students understand the characteristics of work of dental techniques and intensively deal with their responsibilities etc.

## [ Dental Science and Engineering ]

### 1 Objectives

By utilizing point of view/way of thinking for Dental Techniques and implementing practical/experiential learning activities, through dental technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of Dental Techniques.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand the fundamental knowledge relating coherently/systematically to Dental Science and Engineering.
- (2) Each school shall enable the students to find the problems relating to Dental Science and Engineering and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Dental Techniques.
- (3) Each school shall make efforts to enable the students to independently learn Dental Science and Engineering aiming at better implementation of Dental Techniques and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔Teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Introduction for dental material science and technology
  - a Purpose and meaning of dental material science and technology
  - b Properties of dental materials
- (2) Dental technical materials
  - a Metal materials
  - b Polymer materials
  - c Inorganic materials
- (3) Dental laboratory equipment
  - a Cutting equipment

- b Grinding equipment
  - c Equipment related to Dental Techniques
- (4) Method for molding
- a Resin molding
  - b Ceramic molding
  - c Metal molding

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
- a Upon teaching the contents, experiments/practical training shall be mainly dealt with.
  - b The contents of [Teaching items] (4) shall be connected with “Practical Training for Dental Techniques”.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
- a Regarding the contents of [teaching items] (1), the fundamental ones shall be dealt with including mechanical properties, physical ones and chemical ones of dental materials, relationship between dental materials and human body, adhesion of dental materials and material standard for dental materials.
  - b The contents of [Teaching items] (2) and (3) shall be mutually related with, aiming at learning practical knowledge and techniques.
  - c Regarding the contents of [Teaching items] (4), resin materials, ceramic ones and metal ones shall be outlined.

## [ Anatomy of the Teeth ]

### 1 Objectives

By utilizing point of view/way of thinking for dental techniques and implementing practical/experiential learning activities, through Dental Techniques, each school shall aim at as follows fostering the qualities/abilities necessary for practice of Dental Techniques.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to coherently/systematically understand basic knowledge related to Anatomy of the Teeth.
- (2) Each school shall enable the students to find the problems relating to Anatomy of the Teeth and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Dental Techniques.
- (3) Each school shall make efforts to enable the students to independently learn Anatomy of the Teeth aiming at better implementation of Dental Techniques and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following [Teaching items] in order that the students can acquire the qualities/abilities indicated in 1 .

#### [Teaching items]

- (1) Oral anatomy
  - a Bones of the cranium
  - b Surrounding muscle of the oral cavity
  - c Temporomandibular joint and oral cavity
- (2) Anatomy of the teeth
  - a Outline for the teeth
  - b Form of permanent tooth

- c Tooth development
- d Tooth and periodontal tissue
- e Positional relation of dental arch and upper and lower jaw

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Each school shall enable the students to complete〔Teaching items〕(1) and (2) prior to〔Teaching items〕(1) and (2) of “Practical Training for Dental Techniques” 2.
  - b Upon teaching the contents, attention shall be paid in order that the students can comprehensively understand anatomy of oral cavity and teeth aiming at the connection with “Stomatognathic Function Science”.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔Teaching items〕(1), oral cavity and surroundings of oral cavity shall be outlined.
  - b Regarding the contents of〔Teaching items〕(2), form and structure and function of teeth and periodontal tissue shall be dealt with.

## [ Stomatognathic Function Science ]

### 1 Objectives

By utilizing point of view/way of thinking for dental techniques and implementing practical/experiential learning activities, through dental technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of dental techniques.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand the fundamental knowledge relating coherently/systematically to Stomatognathic Function Science.
- (2) Each school shall enable the students to find the problems relating to Stomatognathic Function Science and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Dental Techniques.
- (3) Each school shall make efforts to enable the students to independently learn Stomatognathic Function Science aiming at better implementation of Dental Techniques and to cultivate the students’ attitude to work on development of dental treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔Teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Introduction of stomatognathic system
  - a Structure and function of stomatognathic system
- (2) Mandibular position and mandibular movement
  - a Mandibular position
  - b Mandibular movement
  - c Dental articulation form
- (3) Articulator
  - a Function and classification of articulator
  - b Handling of articulator
- (4) Dental articulation test and temporomandibular disorders
  - a Dental articulation test and temporomandibular disorders

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Each school shall enable the students to complete〔Teaching items〕(1) and (3) prior to〔Teaching items〕(1) and (2) of “Practical Training for Dental Techniques” 2.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔teaching items〕(1) the function of stomatognathic system organ shall be dealt with in connection with the structure thereof.
  - b Regarding the contents of〔teaching items〕(2), the contact relations shall be mainly dealt with in relation to various occlusion forms etc.
  - c The contents of〔teaching items〕(3) b, shall be taught focusing on handling of mean value articulator and semiadjustable articulator. Each school shall enable the students to understand the outline of full adjustable articulator.

## 〔Plate Denture Technology〕

### 1 Objectives

By utilizing point of view/way of thinking for dental techniques and implementing practical/experiential learning activities, through dental technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of dental techniques.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand the fundamental knowledge relating coherently/systematically to Plate Denture Technology.
- (2) Each school shall enable the students to find the problems relating to Plate Denture Technology and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of dental techniques.
- (3) Each school shall make efforts to enable the students to independently learn Plate Denture Technology aiming at better implementation of dental techniques and to cultivate the students' attitude to independently and cooperatively work on development of dental treatment.

### 2 Contents

Each school shall provide the following〔Teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) General theory for Plate Denture Technology
  - a Outline for Plate Denture Technology
  - b Basics related to plate denture techniques
- (2) Complete denture technology
  - a Components and classification of complete denture technology
  - b Production of complete denture
- (3) Partial denture technology
  - a Components and classification of partial denture technology
  - b Production of partial denture

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the contents, while connecting with “Anatomy of the Teeth” and “Stomatognathic Function Science”, each school shall enable the students to acquire the fundamental knowledge and techniques focusing on case training.

- b Upon teaching production of plate denture, each school shall make efforts to have the students learn the knowledge necessary for function and aesthetic recovery.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔Teaching items〕(2), the morphological and functional features of bones and muscles surrounding jaw oral cavity shall be dealt with in connection with articulator.
  - b Regarding the contents of〔Teaching items〕(3), the artificial teeth arrangement and occlusal adjustment shall be intensively dealt with by considering harmonization with remaining teeth.

## [ Crown Restoration Technology ]

### 1 Objectives

By utilizing point of view/way of thinking for dental techniques and implementing practical/experiential learning activities, through dental technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of dental.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand the fundamental knowledge relating coherently/systematically to Crown Restoration Technology.
- (2) Each school shall enable the students to find the problems relating to Crown Restoration Technology and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of dental techniques.
- (3) Each school shall make efforts to enable the students to independently learn Crown Restoration Technology aiming at better implementation of dental techniques and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔Teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) General theory for Crown Restoration Technology
  - a Purpose and meaning of crown restoration techniques
  - b Impression molding and working model
  - c Articulation obtaining and articulator
- (2) Partial veneer crown
  - a Outline and kinds of partial veneer crown
  - b Production method of partial veneer crown
- (3) Complete veneer crown
  - a Outline and kinds of complete veneer crown
  - b Production method of complete veneer crown
  - c Production method of facing crown
- (4) Dental bridge
  - a Outline and kinds of dental bridge
  - b Kinds of bridge retainer
  - c Kinds and features of pontic
  - d Kinds and features of connection
- (5) Implant
  - a Outline and kinds of implant
  - b Process of treatment using implant

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Each school shall enable the students to learn the fundamental knowledge and techniques focusing on case training while connecting with “Anatomy of the Teeth”, “Stomatognathic Function Science” and “Plate Denture Technology”.
  - b As the contents of [Teaching items] (3) and (4) take the leading part of Crown Restoration Technology, attention shall be paid in order that the students can deepen appropriate understanding of such contents in connection with other fields.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of [Teaching items] (5), outline of implant treatment and production method of superstructure of implant shall be dealt with.

## [ Orthodontic Technology ]

### 1 Objectives

By utilizing point of view/way of thinking for Dental Techniques and implementing practical/experiential learning activities, through dental technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of dental.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand the fundamental knowledge relating coherently/systematically to Orthodontic Technology.
- (2) Each school shall enable the students to find the problems relating to Orthodontic Technology and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Dental Techniques.
- (3) Each school shall make efforts to enable the students to independently learn Orthodontic Technology aiming at better implementation of Dental Techniques and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1 .

#### [Teaching items]

- (1) General theory for orthodontics technology
  - a Orthodontic treatment and Orthodontic Technology
  - b Normal occlusion and abnormal occlusion
- (2) Orthodontic oral cavity model
  - a Kinds and features of orthodontic oral cavity model
- (3) Orthodontic appliance
  - a Requirements and classification of orthodontic appliance
  - b Orthodontic appliance
  - c Retention appliance

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a While connecting with “Anatomy of the Teeth” and “Pediatric Dental Technique”, each school shall enable the students to acquire the fundamental knowledge and techniques.
  - b Each school shall teach the contents of [Teaching items] (3) in connection with orthodontic treatment.

- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔Teaching items〕(1), abnormal occlusion shall be intensively taught.
  - b Regarding the contents of〔Teaching items〕(3), the purpose and structure of the appliances shall be dealt with. Additionally, regarding the fundamental ones among the appliances of b and c, their production methods shall be mentioned.

## [ Pediatric Dental Technique ]

### 1 Objectives

By utilizing point of view/way of thinking for Dental Techniques and implementing practical/experiential learning activities, through dental technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of dental.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand the fundamental knowledge relating coherently/systematically to Pediatric Dental Technique.
- (2) Each school shall enable the students to find the problems relating to Pediatric Dental Technique and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of dental techniques.
- (3) Each school shall make efforts to enable the students to independently learn Pediatric Dental Technique aiming at better implementation of dental techniques and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following〔Teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) General theory for Pediatric Dental Technique
  - a Pediatric dentistry treatment and Pediatric Dental Technique
  - b Pediatric Growth and development of teeth, jaw, and face
- (2) Crown restoration of deciduous teeth
  - a Molding and filling
  - b Veneer crown
- (3) Occlusion guiding appliance
  - a Space retainer
  - b Space regainer
  - c Oral habits removal apparatus

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a While connecting with “Anatomy of the Teeth”, each school shall enable the students to acquire the fundamental knowledge and techniques.
  - b The contents of〔Teaching items〕(2) and (3) shall be taught in connection with Pediatric Dental Technique.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔Teaching items〕(1), changes in teeth, jaw and oral cavity etc. accompanied by growth and development of children shall be intensively dealt with.
  - b Regarding the contents of〔teaching items〕(3), the purpose and structure of

the appliances shall be dealt with. Additionally, regarding the fundamental ones among the appliances of a to c , their production methods shall be mentioned.

## { Training for Dental Techniques }

### 1 Objectives

By utilizing point of view/way of thinking for Dental Techniques and implementing practical/experiential learning activities, through Dental Technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of dental.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand the practice of Dental Techniques coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to the practice of Dental Techniques and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of dental techniques.
- (3) Each school shall make efforts to enable the students to independently learn aiming at better implementation of Dental Techniques and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

### 2 Contents

Each school shall provide the following {Teaching items} in order that the students can acquire the qualities/abilities indicated in 1 .

#### {Teaching items}

- (1) Practical training for Plate Denture Technology
- (2) Practical training for Crown Restoration Technology
- (3) Practical training for tooth carving technology

### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Upon teaching the contents, attention shall be paid in order that the students can deepen their understanding for machine and equipment used for the treatment mainly through experiments/practical training and comprehensively learn the fundamental knowledge and techniques thereof. In addition, each school shall make efforts to have the students learn the knowledge relating to safety management and health management.
  - b Each school shall endeavor to have the students learn appropriate knowledge and techniques in order to utilize various kinds of models through the practical training on clinical models. Furthermore, while connecting with “Anatomy of the Teeth”, “Plate Denture Technology” and “Crown Restoration Technology”, each school shall teach the contents in accordance with the actual state of the students.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of {Teaching items} (1), production of complete denture by using clinical models and repetition practice of producing wax trial denture shall be intensively taught.
  - b Regarding the contents of {Teaching items} (2), production of crown restoration by using clinical models and repetition practice of wax model making shall be intensively taught.

## {Dental Technique Information}

### 1 Objectives

By utilizing point of view/way of thinking for Dental Techniques and implementing practical/experiential learning activities, through Dental Technique, each school shall aim at as follows fostering the qualities/abilities necessary for practice of dental.

- (1) Each school shall enable the students to acquire the relevant techniques as well as to understand Dental Technique Information coherently/systematically.
- (2) Each school shall enable the students to find the problems relating to dental technique information and to cultivate the abilities to reasonably and creatively solve the problems based on professional ethics of Dental Techniques.
- (3) Each school shall make efforts to enable the students to independently learn dental technique information aiming at better implementation of Dental Techniques and to cultivate the students' attitude to work on development of dental treatment independently and cooperatively.

## 2 Contents

Each school shall provide the following〔Teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Ethics and responsibilities of information society
  - a Characteristics of information society
  - b Ethics of information society
  - c Individual responsibility to deal with information
- (2) Utilization and management of information in dental techniques
  - a Information of dental technique field
  - b Characteristics of information system
  - c Utilization of information
  - d Management of information
- (3) Solution of problems in dental techniques
  - a Information collection corresponding to problems
  - b Information analysis and solution method
  - c Information distribution method

## 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a Each school shall make efforts to foster the students' abilities to determine reliability of information and information moral in order that the students can appropriately use of information and information network by adopting various themes and data through practices corresponding to development of information techniques.
- (2) Regarding the scope and degree of the contents, the following shall be considered.
  - a Regarding the contents of〔Teaching items〕(1), protection of intellectual property including personal privacy and copyright, information management by individuals and responsibility relating to information transmission shall be dealt with relating to laws and regulations
  - b Regarding the contents of〔Teaching items〕(2), the examples in the region shall be dealt with for the characteristics and utilization of information and communication network shared by the parties engaged in dentistry and welfare. Additionally, the contents shall be dealt with by connecting with the legislation regarding significance of information security in work.
  - c Regarding the contents of〔Teaching items〕(3), the practices shall be implemented where the students can independently determine the issues, collect, and analyze information, carry out modelling toward solution of issues, simulation and programming, and devise and discuss communication methods

based on information design etc.

### [ Project Study ]

#### 1 Objectives

By utilizing point of view/way of thinking of Dental Techniques, through the practical/experiential learning activities, efforts shall be made as follows to foster the qualities/abilities necessary for the students as members of the workforce to support society and contribute to development of industry.

- (1) Each school shall endeavor to enable the students to acquire the mutually relevant techniques as well as to coherently/systematically understand Dental Techniques.
- (2) Each school shall enable the students to find the problems relating to dental techniques and seek the methods to solve such problems as the dental technicians and to cultivate the abilities to creatively solve the problems based on scientific evidence.
- (3) Each school shall make efforts for the students to voluntarily learn aiming at improvement of the abilities to solve the problems and to cultivate the students' attitude to independently and cooperatively work on development of dental treatment.

#### 2 Contents

Each school shall provide the following [teaching items] in order that the students can acquire the qualities/abilities indicated in 1.

##### [Teaching items]

- (1) Research, studies, experiments
- (2) Production of work
- (3) Practical training in real medical site etc.
- (4) Acquisition of vocational qualifications

#### 3 Dealing with the contents

- (1) Upon dealing with the contents, the following shall be considered.
  - a According to the students' interests/concerns, and desired course, by making use of the contents of [Teaching items] (1) to (3), each school shall endeavor to enable the students to set appropriate issues relating to dental techniques by individuals and groups, aim at deepening/integrating specialized knowledge and techniques through learning activities that the students independently and cooperatively work on and engage in solving the issues relating to dental techniques. Additionally, regarding the issues, two items and more that lies across (1) to (3) shall be able to be set.
  - b Each school shall create the opportunities for the students to present the results of Project Study.

## 3 Designing Teaching Plans across Subjects and Dealing with The contents

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#### 1 Upon preparing instruction plan, the following shall be considered.

- (1) Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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 point of view/way of thinking of dental

techniques, and conducting experiments/practical training with anticipation, each school shall make efforts to enhance practical/experiential learning activities such as creatively conducting search based on scientific evidence.

- (2) Upon teaching the Subjects, with consideration of the apparatus relating to various kinds of chemical fibers and finishing and technological development, attention shall be paid in order that the students can acquire scientific knowledge and practical techniques.
- (3) Each school shall devise to actively utilize the lecturer while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and dental technician's offices etc.

2 Upon dealing with the contents, the following shall be considered

- (1) Upon teaching the contents, special attention shall be paid to have the students acquire scientific knowledge and techniques in consideration to the progress in various kinds of dental materials and machines for dental techniques etc.
- (2) Upon teaching the contents, each school shall devise to enhance learning effects, aiming at utilization of computer and information communication network.

3 Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and medicines etc., organizing learning environment, providing thorough instruction to prevent accidents and conserve environment.

## Section 2 Special needs education schools that provide education for the students with intellectual disabilities

### Subsection 1 Objectives and Contents of Subject Areas Common to School Subjects

#### [ Japanese Language ]

##### 1 Objectives

By utilizing point of view/way of thinking of language, through language activities regarding Human Body Structure and Function, 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 make efforts to have the students understand the characteristics of Japanese language necessary for social life and use it correctly.
- (2) Each school shall make efforts to enhance the students' ability to mutually communicate with others in social life and cultivate their ability to think and imagine.
- (3) Each school shall make efforts to cultivate the students' sense of language and their attitude to enhance their ability for Japanese language while respecting it as well as to enable them to acknowledge its merits.

##### 2 Objectives and contents for each stage

###### ○1st Stage

###### (1) Objectives

- a Each school shall enable students to become familiar with Japanese language culture as well as to acquire the knowledge and skills of Japanese language necessary for social life.
- b Each school shall enable students to foster the abilities to straighten things up and think and to feel and imagine, to enhance to interact with others in human relationship in 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 feeling and thought 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 make efforts to enable the students to acquire the following matters relating to the characteristics and the way to use the language.
  - (a) Though interaction with the persons concerned to social life, each school shall enable the students to recognize that language have the function to represent their thoughts and feelings.
  - (b) Upon speaking the language, attention shall be paid to how to pause appropriately as well as to speak and listen to others looking at their faces.
  - (c) Each school shall make efforts to enable the students to understand the writing by using Chinese characters and kanas and usage of declensional kana endings. In addition, attention shall be paid to have them punctuate appropriately in the sentences and compositions in consciousness of the way to use punctuation marks.
  - (d) Each school shall enable the students to understand that language has the groups of words and phrases according to their characteristics and roles as well as increase the amount of words and phrases necessary for representation

- and understanding and use them in conversation and writings.
- (e) Each school shall enable the students to understand the words and phrases to connect and the ones of paragraphs
  - (f) Each school shall enable the students to understand and use the honorific expressions that are often used in daily life.
  - (g) Each school shall enable the students to read aloud in consciousness of the structure of the writings and outline of the contents.
- b Each school shall make efforts to enable the students to acquire the following matters relating to how to handle the information contained in conversation and writings.
- (a) Each school shall enable the students to understand the relationship between information, such as the ideas and the causes and cases that support such ideas, and the whole and center thereof.
  - (b) Each school shall understand and use the way to compare and classify such information and the way to use dictionaries and encyclopedias.
- c Each school shall teach in order to enable the students to acquire the following matters relating to Japanese language culture.
- (a) Each school shall have the students understand and use the proverbs and idioms that are familiar with daily life.
  - (b) Each school shall deal with the following matters relating to writing.
    - ① Each school shall enable the students to understand how to assemble the characters and write them adjusting their forms.
  - (c) Each school shall enable the students to become familiar with reading various kinds of books and become aware that reading books are useful to acquire necessary knowledge and information.

[Ability to think, to make decisions, to represent etc.]

#### A Listening/Speaking

Each school shall teach in order to enable the students to acquire the following matters relating to Listening/Speaking Japanese Language.

- a Each school shall have the students to carefully listen to the core of what the speaker such as the person concerned in society wants to tell and understand the contents of such conversation.
- b Each school shall select the matters necessary for mutual communication such as deciding the topics according to the purposes and comparing the matters collected.
- c Each school shall have the students devise the structure of conversation to clarify the core of conversation.
- d Each school shall have the students devise intonation and stress of the words and the way to pause to make the others accurately understand them.
- e Each school shall have the students summarize their ideas by confirming the purposes and process, discussing by playing the role of the chairman and paying attention to the similarities and differences of the opinions of both parties.

#### B Writing

Each school shall teach in order to enable the students to acquire the following matters relating to writing Japanese Language.

- a Each school shall enable the students to clarify what they want to tell such as deciding what to write and compare the collected matters being conscious of the other parties and purposes.
- b Each school shall enable the students to decide the core of the contents to write, create the paragraphs according to the content unity and devise the structure of sentences while paying attention to the mutual relationships among paragraphs.

- c Each school shall enable the students to devise the way to write and represent by clarifying the relationship between their own ideas and the causes and cases that support them.
- d Each school shall enable the students to organize the sentences and writings by correcting mistakes and confirming if they represent by thinking about the other parties and their purposes.
- e Each school shall enable the students to find the strengths of their writings by exchanging their impressions and representations for their writings such as if such writings can make what they want to write clear.

#### C Reading

Each school shall provide teaching in order to enable the students to acquire the following matters relating to reading Japanese Language.

- a Each school shall enable the students to understand behavior and feelings the characters based on predications.
- b Each school shall enable the students to understand the relationships between the ideas and their causes and cases that support them based on depictions, while paying attention to the mutual relationships among paragraphs.
- c Each school shall enable the students to imagine the feelings and scenes in connection with the sights.
- d Each school shall enable the students to summarize the writings by finding the core words and sentences in consciousness of the purposes.
- e Each school shall enable the students to have the impressions and thought based on what they obtained after reading the sentences.

#### ○2nd stage

##### (1) Objectives

- a Each school shall endeavor to enable the students to become familiar with Japanese language culture as well as to acquire the knowledge and skills of Japanese language necessary for social life.
- b Each school shall endeavor to enable the students to foster the abilities to straighten things up and think and to feel and imagine, to enhance to mutually communicate with others in human relationship in social life, and to arrange their own feelings and thoughts.
- c Each school shall endeavor to cultivate the students' attitude aiming at mutually conveying their feeling and thought 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 make efforts to enable the students to acquire the following matters relating to the characteristics and the way to use the language.
  - (a) Though interaction with the persons concerned to social life, each school shall enable the students to recognize that language have the function to connect with the other parties.
  - (b) Each school shall enable the students to become aware of the differences between spoken language and written language.
  - (c) Each school shall enable the students to write by using Chinese characters and kanas properly in sentences and writings.
  - (d) Each school shall make efforts to enable the students to enrich their vocabularies as well as to increase the amount of words and phrases necessary for representation and understanding and use them in conversation and writings.
  - (e) Each school shall enable the students to understand the relationships of connection between the sentences, and kinds of conversation and sentences.

- (f) Each school shall enable the students to understand and use honorific expressions that are often used in daily life.
- (g) Each school shall have the students read aloud and recite the sentences.
- b Each school shall make efforts to enable the students to acquire the following matters relating to how to handle the information contained in conversation and writings.
  - (a) Each school shall enable the students to understand the relationships of connection between information such as causes and results.
  - (b) Each school shall enable the students to understand the way to associate information with information.
- c Each school shall provide teaching in order to enable the students to acquire the following matters relating to Japanese language culture.
  - (a) Each school shall endeavor to have the students become familiar with the sound and rhythm of the words by reading the sentences aloud such as ancient writings that are familiar to them.
  - (b) Each school shall enable the students to understand the meaning of and use the idioms and the ones derived from historical phenomena or classical literature of China that are familiar with daily life.
  - (c) Each school shall deal with the following matters relating to writing.
    - Ⓐ Each school shall enable the students to write by deciding the size and layout of the characters by paying attention to the relation with the whole paper.
    - Ⓑ Each school shall enable the students to select writing implement to be used in accordance with their purposes and write by make the best use of its characteristics.
  - (d) Each school shall enable the students to become familiar with reading books in their daily life and become aware that reading books contributes to widening their own views.

[Ability to think, to make decisions, to represent etc.]

#### A Listening/Speaking

Each school shall provide teaching in order to enable the students to acquire the following matters relating to Listening/Speaking Japanese Language.

- a Each school shall enable the students to understand the purpose of the speaker and the core of what they want to listen to in the speech of the persons concerned in society and then grasp the contents of such conversation.
- b Each school shall enable the students to examine the contents of mutual communication by deciding the topics and comparing and sorting out the matters collected according to the purposes and intentions.
- c Each school shall enable the students to devise the structure of conversation to clarify the core of conversation.
- d Each school shall enable the students to devise representation in order that they can convey their ideas by utilizing the data etc.
- e Each school shall enable the students to systematically discuss and broaden and summarize their ideas while clarifying the mutual standpoints and intension.

#### B Writing

Each school shall provide teaching in order to enable the students to acquire the following matters relating to writing Japanese Language.

- a Each school shall enable the students to make the contents of interaction clear by deciding what to write and comparing and sorting out the matters collected according to the purposes and intentions.
- b Each school shall enable the students to devise the structure of the whole writing to make the writing reasonable.
- c Each school shall enable the students to devise the way to represent by writing in order that they can convey their ideas by distinguishing impression and opinions from facts upon writing as well as by writing briefly or specifically according to their purposes and intentions.
- d Each school shall enable the students to devise the way to represent by writing through quotation and utilization of charts and graphs.
- e Each school shall enable the students to organize the sentences and writings focusing on the structure of the whole writing and the way to represent in writing.
- f Each school shall enable the students to find the strengths of their own writings by mutually communicate their impressions and opinions for their writings such as if the structure of the whole writing is clear or not.

### C Reading

Each school shall provide teaching in order to enable the students to acquire the following matters relating to reading Japanese language.

- a Each school shall enable the students to understand behavior and feelings of the characters based on descriptions.
- b Each school shall enable the students to hold the relationship between the facts and the impressions and opinions based on depictions and grasp the summary by understanding the structure of the whole writing.
- c Each school shall enable the students to imagine the detailed personality and think about the effects of representation.
- d Each school shall enable the students to find the necessary information in consciousness of the purposes by connecting the writings with charts and graphs.
- e Each school shall enable the students to summarize their ideas based on what they understand through reading the writings.

## 3 Designing teaching plans and dealing with the contents

(1) Upon preparing teaching plan, the following shall be considered.

- a Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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 point of view/way of thinking of language, through language activities, each school shall make efforts to understand the characteristics and the way to use language and to enhance learning to deepen their own feelings and thoughts.
- b The matters indicated in [Knowledge and skills] in the 2 Contents of each stage shall be taught based on the teaching through the teaching of the matters indicated in [Ability to think, to make decisions, to represent etc.]
- c The matters indicated in “A Listening/speaking” of [Ability to think, to make decisions, to represent etc.] in 2 Contents of each stage shall be taught in order that the students can acquire and make use of the spoken language necessary for the life after graduating from upper secondary department.
- d The matters indicated in “B Writing” of [Ability to think, to make decisions,

- to represent etc.) in in 2 Contents of each stage shall be taught to devise setting of the scenes for writing without being limited to teaching of the skills to use writing implement.
- e Regarding teaching for the matters indicated in “B Writing” of (Ability to think, to make decisions, to represent etc.) in, each school shall enable the students in 2 Contents of each stage to aim at connecting the teaching of reading in other subjects etc. and the one in school libraries etc. as well as to approach various sentences in accordance with their stage of development and actively conduct reading activities in daily life.
- (2) Upon dealing with 2 Contents of each stage, the following matters shall be considered.
- a The matter relating to the characters in in 2 Contents of each stage shall be dealt with as follows.
- (a) In accordance with diversification of the students’ living scenes and the persons concerned, each school enable have them to deal with the characters such as hiragana, katakana, Chinese characters, and Roman character.
- (b) The way to use punctuation and writing such as long sound and syllabic nasal that the students have learned so far shall continue to be taught in order that they can use such punctuation and writing more correctly and 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 writings, ranging from the topics that the students have interests/concerns and familiar themes to them to the topics relating to their life after graduating from upper secondary department, while considering the actual condition of the students, schools, and communities, etc. and their stages of development of mind and body.

## 〔Mathematics〕

### 1 Objectives

By utilizing point of view/way of thinking of language, through language activities regarding Human Body Structure and Function, efforts shall be made as follows to foster the qualities/abilities for the students to think mathematically.

- (1) Each school shall enable the students to acquire the skills to interpret daily phenomena mathematically and represent/process them mathematically as well as to understand the fundamental/basic concepts and properties regarding numbers, quantities, and geometrical figures.
- (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 represent such phenomena briefly/clearly/appropriately 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 values of mathematics, to review what the students

represent/process mathematically and to foster their attitude toward to making use of the acquired mathematical understanding to their daily lives and learning.

## 2 Objectives and contents for each grade

### ○1st stage

#### (1) Objectives

##### A Numbers and calculations

- a Each school shall enable the students to understand the meaning and properties of regarding calculation of integral numbers, decimals and fractions as well as understand the meaning of and the way to represent integral numbers, decimals, fractions and round numbers and relations o four fundamental rules of calculation and to acquire the skills to calculate them.
- b Each school shall enable the students to briefly or generally represent numerical or quantitative relationships as well as to comprehensively grasp and think the way to compare and represent numbers by paying attention to the mechanism of the way to represent numbers and the units that formulate numbers and think calculation method by making use of representation method suitable for their purposes by paying attention to numbers and their representation and numerical or quantitative relationships.
- c Each school shall enable the students to foster the attitude to review what they mathematically represent/process the numbers/quantities and quantities and think persistently seeking for better things by grasping and examining it from various aspects and the attitude to become aware of the merits of mathematics and try to make use of it for their daily lives and learning.

##### B Geometrical figures

- a Each school shall enable the students to understand the positional relation of the elements to decide the shape and size of geometrical figures and the ones that constitute three-dimensional shapes, Congruence, and properties of polygons, and to try to acquire the skills to draw geometrical figures and find the areas of triangles, parallelograms, diamond shapes and trapeziums.
- b Paying attention to the elements that constitute geometrical figures and relationships between geometrical figures, explore ways to constitute them and to find the properties of geometrical figures and to foster the ability to think the way to find the areas of triangles, parallelograms, and diamond shapes, review their representation, extend such representation to brief and appropriate one and lead such representation as formula.
- c Each school shall enable the students to foster the attitude to review what they mathematically represent/process regarding geometrical figures and numbers and quantities and think persistently seeking for better things by grasping and examining it from various aspects and the attitude to become aware of the merits of mathematics and try to make use of it for their daily lives and learning.

##### C Mathematical Relations

- a Each school shall enable the students to acquire the skills to compare and represent the relation of two quantities according to purposes and comparison with other two numbers and quantities as well as to understand the way to compare numbers and quantities regarded as proportional relationship and the proportion of quantities, and percentage.
- b Each school shall enable the students to foster the ability to consider such change and the characteristics of correspondence by using tables and equations and the one to consider the way to compare the quantities by using

the ratio of two different quantities of different types by paying attention to two quantities that vary simultaneously.

- c Each school shall enable the students to foster the attitude to review what they mathematically represent/process regarding numbers/ quantities and think persistently seeking for better things by grasping and examining it from various aspects and the attitude to become aware of the merits of mathematics and try to make use of it for their daily lives and learning.
- D Making use of data
- a Each school shall enable the students to acquire the skills regarding the way to use in solving problems as well as understand the way to represent the data by pie graph and band graph and the one to read such graphs, and the one to average the measured results.
  - b Each school shall enable the students to foster the ability to collect data according to purposes, to represent such data in tables and graphs appropriately paying attention to the characteristics and tendency of data, solve the problems by using such data and grasp the process and results of such solution from various aspects and consider them.
  - c Each school shall enable the students to foster the attitude to review what they mathematically represent/process regarding making use of data and think persistently seeking for better things by grasping and examining it from various aspects and the attitude to become aware of the merits of mathematics and try to make use of it for their daily lives and learning.

## (2) Contents

### A Numbers and calculations

- a Through mathematical activities relating to the way to represent integers, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - Ⓐ To get to know the unit of ten-thousands (man in Japanese).
    - Ⓑ To deepen understanding of the numbers of 10 times, 100 times, 1000 times, or one-tenth and the representations of the numbers.
    - Ⓒ To understand units of hundred million (oku in Japanese) and trillion (cho in Japanese), and to deepen understanding regarding decimal positional numeration system.
  - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - Ⓐ Paying attention to the units of numbers, to make use of them in daily lives as well as to comprehensively grasp the way to compare and represent large numbers.
- b Through mathematical activities relating to the way to represent integral numbers and decimals, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - Ⓐ To create the numbers of 10 times, 100 times, 1000 times, and one-tenth of a certain number by moving the location of decimal point.
  - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - Ⓐ Paying attention to the mechanism of the way to represent numbers, to consider the relative size of numbers and make use it to calculation etc. effectively.
- c Through mathematical activities relating to round numbers, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - Ⓐ To get to know cases where the use of round numbers is appropriate.
    - Ⓑ To get to know the rounding to the nearest integer.
    - Ⓒ To estimate the results of four rules of calculation according to one's purpose.
  - (b) Each school shall have the students acquire the ability to think, to make decisions, to represent etc.
    - Ⓐ Paying attention to the scenes in daily phenomena, to make use of them in daily lives as well as to consider the way to process numbers according to one's purpose.
- d Through mathematical activities relating to addition and subtraction of integers, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - Ⓐ To help the students understand that they can add and subtract large numbers based on basic calculation such as the one for 2-digit numbers. Additionally, to help the students understand the way to calculate with figures.





also possible to compare the size of numbers or do calculations by using fraction, to make use of fractions in daily lives.

- ⑥ Paying attention to the units that constitute numbers, exploring the fractions in the same size and considering ways for calculations, to make use of them in daily lives.
- j Through mathematical activities relating to the equations that represent numbers and quantities, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - ① To understand the algebraic expressions that contain some of the four basic operations and parentheses ( ), and to calculate them accurately.
    - ② To understand the idea of formulas and to use them.
    - ③ To represent numbers and quantities by using  $\square$  and  $\Delta$ , to represent the relationships between numbers/quantities in algebraic expressions, and to explore the expressions by substituting numbers for the  $\square$  and  $\Delta$ .
    - ④ To deepen understanding of the expressions to represent the relationships between numbers/quantities.
  - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - ① Paying attention to mathematical relationships of problem situations, to represent the mathematical relationships briefly and generally and to read the meaning of the expressions.
    - ② Paying attention to the ways of corresponding and varying of two numbers/quantities, to explore the relationships represented by simple expressions.
- k Though mathematical activities relating to the practical properties regarding calculations, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - ① To deepen understanding of the practical properties relating to the four basic operations.
  - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - ① Paying attention to mathematical relationships, explore the ways of calculations by making use of the practical properties regarding calculations.
- B Geometrical Figures
  - a Through mathematical relationships relating to plane figures, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - ① To get to know parallelograms, rhombuses, and trapezoids.
      - ② To understand the elements that decide the shape and size of geometrical figures and to understand their congruence.
      - ③ To understand simple properties of polygons such as triangles and squares.
      - ④ To get to know the fundamental properties of regular polygons in connection with circles.
      - ⑤ To understand the meaning of the ratio of the circumference of a circle

- and make use of it.
- (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - Ⓐ Paying attention to the elements composing plane geometrical figures and their positional relationships, to explore composing ways, find the properties and to review the already learned plane geometrical figures based on such properties.
    - Ⓑ Paying attention to the elements composing plane geometrical figures and their relationships between plane geometrical figures, to explore composing ways, to find the properties and to explore and explain such properties reasonably.
  - b Through mathematical activities relating to solid geometrical figures, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - Ⓐ To get to know cubes and rectangular parallelepiped.
      - Ⓑ In relation to rectangular parallelepiped, to understand the relationships such as parallelism and perpendicularity of straight lines and planes in connection with rectangular parallelepiped.
      - Ⓒ To get to know sketch and developed drawing.
      - Ⓓ To get to know basic prisms and cylinders.
    - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
      - Ⓐ Paying attention to the elements composing plane geometrical figures, to explore the way to represent and compose solid geometrical figures on the planes, to find the properties of geometrical figures and to review the daily phenomena from the properties of geometrical figures.
  - c Through mathematical activities relating to the positions of objects, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - Ⓐ To understand ways to represent the positions of objects.
    - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
      - Ⓐ Paying attention to the elements to determine the positions in planes and spaces, to explore the ways to represent such positions by using numbers.
  - d Through mathematical activities relating to the areas of plane geometrical figures, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - Ⓐ To explore ways to determine the area of triangles, parallelograms, rhombuses, and trapezoid.
    - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
      - Ⓐ Paying attention to the elements composing plane geometrical figures, to find ways to determine the area of basic plane geometrical figures,

to review their representations, to improve to brief and appropriate ones and to lead them as formula.

C Mathematical Relations

- a Through mathematical activities relating to two quantities that vary simultaneously, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - ① To get to know proportional relationships in simple cases.
    - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
      - ① To find two quantities that vary simultaneously, paying attention their relationships, and to explore the characteristics of the variations and correspondence by using tables and expressions.
  - b Through mathematical activities relating to the quantities regarded as the ratio of two quantities of different types, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - ① To understand the meaning and ways to represent and determine the size of per-unit quantities such as velocity.
    - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
      - ① Paying attention to the mathematical relationships regarded as the ratio of two quantities of different types, to explore ways to represent such relationships and to make use of them in daily lives.
  - c Through mathematical activities relating to the relationships between two quantities, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - ① To understand that proportion might be used in case of comparing the relationship of certain two numbers/quantities and the one of other two numbers/quantities.
      - ② To understand ways to represent numbers/quantities by using percentage and to determine proportion.
    - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
      - ① Paying attention to relationships of numbers/quantities in daily phenomena, by making use of charts and expressions, to explore ways to compare the relationship of certain two numbers/quantities and the one of other two numbers/quantities and make use of them in daily lives.
- D Making use of data
- a Through mathematical activities relating to data collection and their analysis, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - ① To understand relationships of numbers/quantities by proportion and represent and read such relationships by using pie graphs and band graphs.



aspects and the attitude to become aware of the merits of mathematics and to try to make use of it for their daily lives and learning.

B Geometrical figures

- a To understand the meaning of reduction/enlargement of plane geometrical figures and ways to determine volume of solid geometrical figures, and to acquire the skills to determine the areas of circles and the volume of cubes, rectangular parallelepiped, prisms, and cylinders.
- b Paying attention to the elements that constitute geometrical figures and relationships between geometrical figures, explore ways to constitute them and to find the properties of geometrical figures and to foster the ability to think the way to find the areas of circle, volume of cubes and rectangular parallelepiped, review their representation, extend such representation to brief and appropriate one and lead such representation as formula.
- c To foster the attitude to review what they mathematically represent/process regarding geometrical figures and numbers and quantities and think persistently seeking for better things by grasping and examining it from various aspects and the attitude to become aware of the merits of mathematics and try to make use of it for their daily lives and learning.

C Mathematical Relations

- a To understand relationships of direct proportion and inverse proportion, to acquire the skills for ways to find out two numbers/quantities that vary simultaneously, to represent such relationships by making use of tables and expressions and to process by using proportion according to purposes.
- b Paying attention to two quantities that vary simultaneously, to foster the ability to explore the characteristics of such variations and correspondence by using tables and expressions and the one to explore the relationships of two numbers/quantities based on relationships of direct proportion.
- c To foster the attitude to review what they mathematically represent/process regarding numbers/ quantities and think persistently seeking for better things by grasping and examining it from various aspects and the attitude to realize the merits of mathematics and try to make use of it for their daily lives and learning.

D Making use of Data

- a To understand ways to read the characteristics of data from the center of distribution of quantitative data and the state of distribution, and to try to acquire the skills regarding ways to make use of such data for problem solving.
- b To foster the ability to collect data according to purposes, to represent such data in tables and graphs appropriately paying attention to the characteristics and tendency of data, solve the problems by using such data and critically grasp the process and results of such solution and explore them.
- c To foster the attitude to review what they mathematically represent/process regarding making use of data and think persistently seeking for better things by grasping and examining it from various aspects and the attitude to become aware of the merits of mathematics and try to make use of it for their daily lives and learning.

## (2) Contents

### A Numbers and calculations

- a Through mathematical activities relating to properties of integers and their constitution, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - ① To understand that if a viewpoint is fixed, integers are classified into even numbers and odd numbers.
    - ② To get to know divisors and multiples.
  - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - ① Paying attention to multiplication and division, to explore ways to classify integers by fixing a viewpoint, to explore constitution of numbers and to make use of them.
- b Through mathematical activities relating to fractions, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - ① To transform integers and decimals into fractions and to represent decimals as fractions.
    - ② To understand that the results of division of integers can always be represented as one number when using fractions.
    - ③ To understand that the fractions obtained by multiplying or dividing the numerator and denominator of an existing fraction.
    - ④ To explore equivalence and size of fractions and compare the sizes.
  - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - ① Paying attention to the units that constitute numbers, to explore equivalence and relationships of sizes of numbers.
    - ② Paying attention to representations of fraction, to review ways to represent the results of division and summarize the meaning of fractions.
- c Through mathematical activities relating to addition and subtraction of fractions, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - ① To be able to do calculations of addition and subtractions with different denominators.
  - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - ① Paying attention to meaning and representations of fractions, to explore ways for calculations.
- d Through mathematical activities, relating multiplication and division of fractions, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - ① To understand the meaning of multiplication and division of fractions including when multipliers and divisors are integers as well.
    - ② To be able to do calculations of multiplication and division of fractions.
    - ③ To understand that the same rules can be applied to the multiplication

- and division of fractions as in the case of integers.
- (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - Ⓐ Paying attention to meaning and representations of numbers and practical properties of calculations, to grasp and explore ways for calculations from various aspects.
  - e Through mathematical activities relating to the expressions that represent relationships of numbers/quantities, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - Ⓐ To use the letters such as a, or x and represent the expressions instead of the words that represent numbers/quantities and  $\square$  and  $\Delta$  and to check the results by applying numbers to such letters.
    - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
      - Ⓐ Paying attention to mathematical relationships of problem situations, to represent the mathematical relationships briefly and generally and to read the meaning of the expressions.
  - B Geometrical figures
    - a Through mathematical activities relating to plane geometrical figures, each school shall teach the contents in order that the students can acquire the following matters.
      - (a) Each school shall help the students acquire the following knowledge and skills.
        - Ⓐ To understand reduced figures and enlarged figures.
        - Ⓑ To understand symmetric figures.
      - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
        - Ⓐ Paying attention to the elements composing plane geometrical figures and their relationships between plane geometrical figures to explore composing ways, find the properties, to review the already learned plane geometrical figures based on such properties and to make use of them in daily lives.
    - b Through mathematical activities relating to the outline of shapes that people have around and their areas etc., each school shall teach the contents in order that the students can acquire the following matters.
      - (a) Each school shall help the students acquire the following knowledge and skills.
        - Ⓐ To grasp the outline of the shapes that people have around and determine rough areas.
      - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
        - Ⓐ Paying attention to the elements and properties composing plane geometrical figures, to explore ways to reasonably determine their areas and to make use of them.
    - c Through mathematical activities relating to areas of plane geometrical figures, each school shall teach the contents in order that the students can acquire the following matters.
      - (a) Each school shall help the students acquire the following knowledge and skills.
        - Ⓐ To understand ways to determine the area of circles.

- (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
  - Ⓐ Paying attention to the elements that constitute geometrical figures, to find ways to determine the areas of basic geometrical figures, to review their representation, extend such representation to brief and appropriate ones and lead such representation as formula.
- d Through mathematical activities relating to the volumes of solid geometrical figures, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall help the students acquire the following knowledge and skills.
    - Ⓐ To understand the units of volume (cubic centimeter ( $\text{cm}^3$ ), cubic meter ( $\text{m}^3$ )).
    - Ⓑ To understand ways to determine the volume of cubes and rectangular parallelepipeds by calculations.
    - Ⓒ To understand ways to determine the volume of basic prisms and cylinders.
  - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
    - Ⓐ Paying attention to the units of volume and the elements composing geometrical figures, to explore ways to determine the volume of geometrical figures and to explore the relationships between the units of volume and the already learned units.
    - Ⓑ Paying attention to the elements composing geometrical figures, to find out ways to determine the volume of basic geometrical figures, to review their representations, to extend such representations to brief and appropriate ones and lead such representation as formula.
- C Mathematical Relations
  - a Through mathematical activities relating to two numbers/quantities that vary simultaneously, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - Ⓐ To understand the meaning and properties of proportional relationships.
      - Ⓑ To understand ways to solve problems by making use of proportional relationships.
      - Ⓒ To understand inversely proportional relationships.
    - (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
      - Ⓐ To find two quantities that vary simultaneously, paying attention their relationships, to represent such relationships by making use of tables and expressions, and graphs according to the students' purposes and to explore the characteristics of the variations and correspondence by using tables and expressions.
  - b Through mathematical activities relating to relationships of two numbers/quantities, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - Ⓐ To understand the meaning of and ways to represent ratio, to represent relationships of numbers/quantities by ratio and to create equivalent ratios.
    - (b) Each school shall help the students acquire the ability to think, to make

decisions, to represent etc.

- ③ Paying attention to relationships of numbers/quantities in daily phenomena, to explore ways to compare relationships of numbers/quantities by making use of charts and expressions and to make use of them.

D Making use of data

- a Through mathematical activities relating to data collection and their analysis, each school shall teach the contents in order that the students can acquire the following matters.

- (a) Each school shall help the students acquire the following knowledge and skills.

- ① To understand the meaning of and ways to determine representative values.

- ② To understand the features of the tables that represent frequency distribution and bar graphs and ways to use them.

- ③ To understand ways to solve statistical problems such as data collection and selection of appropriate methods.

- (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.

- ① To classify and organize data according to the students' purposes, to pay attention to the characteristics and trends of data, to determine the results of problems by making use of representative values and to critically explore their validity.

- b Through mathematical activities relating to possible cases, each school shall teach the contents in order that the students can acquire the following matters.

- (a) Each school shall help the students acquire the following knowledge and skills.

- ① To understand ways to use charts and tables to organize the possible cases orderly.

- (b) Each school shall help the students acquire the ability to think, to make decisions, to represent etc.

- ① Paying attention to the characteristics of phenomena and determining a viewpoint to orderly organize them, to explore ways to investigate them without omission and overlapping.

[Mathematical activities]

- a In learning each content of "A Numbers and Calculations", "B Geometrical Figures," "C Mathematical Relations" and "D Making Use of Data" and the learning where the above-mentioned contents are mutually related, each school shall enable the students to work on the following mathematical activities.

- (a) Activities to grasp daily phenomena mathematically, to find out and solve problems, to review resolving process, to improve their results and methods and to make use of them in daily lives.

- (b) Activities for finding out mathematical problems and resolving them from learning scenes of mathematics, for reviewing resolving process and exploring it comprehensively and expansively.

- (c) Activities for representing and communicating the process and results of problem solving each other mathematically by making use of charts and expressions.

3 Designing teaching plans and dealing with the contents

- (1) Upon preparing instruction plan, the following shall be considered.
  - a Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, for development of the qualities/abilities to be fostered during such time, through mathematical activities, each school shall make efforts for realization of self-motivated/interactive and deep learning. In doing so, by utilizing mathematical point of view/way of thinking, each school shall make efforts to grasp the daily phenomena mathematically, find out mathematical problems, solve such problems independently and cooperatively, review the process of learning and formulate the concepts etc.
  - b Aiming at maintaining and improving the fundamental ability for numbers/quantities and geometrical figures, each school systematically teach the contents by creating the opportunities for exercises appropriately. Additionally, for the purpose of smooth connection of teaching contents of the stages, each school shall promote educational guidance by appropriate repetition of learning.
  - c Each school shall make efforts for relation between the teaching of “A Numbers and Calculations”, “B Geometrical Figures,” “C Mathematical Relations” and “D Making Use of Data” in 2 Contents.
- (2) Upon dealing with in 2 Contents of each stage, the following matters shall be considered.
  - a In order to develop the ability to think, judge and express themselves, instructions of the content in each grade should actively incorporate such learning activities as thinking by using concrete objects, figures, words, numbers, algebraic expressions, tables, and graphs upon teaching the contents of each stage, to actively adopt learning activities, such as explaining and communicating their thoughts among themselves.
  - b Upon teaching of “A Numbers and Calculations”, attention shall be paid to the following (a) and (b).
    - (a) By using educational tools such as concrete objects appropriately and making use of computers upon computing, attention shall be paid to deepen the students’ understanding regarding Numbers and Calculations.
    - (b) Negative numbers shall be dealt with in connection with Social Studies, Science, vocational course, and Home Economics etc.
  - c Regarding the items indicated in the contents of 1<sup>st</sup> stage, attention shall be paid to the following (a) to (k).
    - (a) Regarding “A Numbers and Calculations” a b d e and f in connection with vocational course and Home Economics, familiarity of the values and handling of money in the following ㊦ shall be dealt with.

- (a) Understanding of denomination and handling of money
      - i To use denomination.
      - ii To understand the values that various kinds of currencies and bills.
      - iii To handle changes.
    - (b) Regarding the contents of a , (a), © in “A Numbers and Calculations”, the cases when large numbers are represented by splitting them into 3-digit groups should be mentioned.
    - (c) Regarding the contents of c , (a), © in “A Numbers and Calculations”, consideration should be given to enable students to do simple mental calculations. Additionally, consideration should be given to enable them to make use of mental calculation when doing the calculation using algorithms in column forms and doing estimation.
    - (d) Regarding the contents of e in “A Numbers and Calculations”, the calculations in cases where either the multiplier or the multiplicand is 0 shall be dealt with.
    - (e) Regarding the contents of e , (a), © and j , (a), @ in “A Numbers and Calculations”, commutative laws, associative law and distributive law shall be dealt with.
    - (f) Regarding the contents of f , (a), Ⓓ in “A Numbers and Calculations”, it shall be dealt with that the quotient remains unchanged when the dividend and the divisor are multiplied and divided by the same number.
    - (g) Regarding the contents of g in “A Numbers and Calculations”, the decimal numbers 0.1, 0.01 and so on and the fraction of 1/10, 1/100 and so on shall be dealt with by using number lines.
    - (h) Regarding the contents of g , (a), Ⓓ, the case where a quotient of two integers is represented a decimal number shall be included.
    - (i) Regarding the contents of A of “B. Geometrical Figures”, consideration shall be given in order to focus on operational activities such as congruent geometrical features such as parallelograms, rhombuses, and trapezoids and so on by tessellating them.
    - (j) Regarding the contents of a , (a), © of “B Geometrical Figures”, 3.14 shall be used for the ratio of the circumference of a circle to its diameter.
    - (k) Regarding the contents of c . (a), Ⓑ of “C Mathematical Relations”, the ways to represent percentage shall be mentioned.
    - (l) Regarding the contents of a of “D Making use of data”, comparison of multiple band graphs shall be mentioned.
- d Regarding the items indicated in the contents of 2<sup>nd</sup> stage, attention shall be paid to the following (a) to (e).
  - (a) Regarding the contents of a , (a), Ⓓ in “A Numbers and Calculations”, the greatest common divisor and least common multiple shall be dealt with in line with concrete situations without putting too much emphasis on the formality of obtaining them.
  - (b) Regarding the contents of e in “A Numbers and Calculations”, regarding division as multiplication by using reciprocals, and integrating multiplication and division of integers and decimal numbers into calculations of fractions, shall be dealt with.
  - (c) Regarding the contents of b , (a), @ in “A Numbers and Calculations”, the contents shall be dealt with in connection with daily lives in order to be able to grasp approximate sizes and shapes, to approximately judge based on them and to devise the ways for effecting handling.
  - (d) Regarding the contents of c , (a), @ of “B Geometrical Figures”, 3.14 shall be used for the ratio of the circumference of a circle to its diameter.
  - (e) Regarding the contents of a , (e), @ of “D Making Use of Data”, average

- value, medium value and the most frequent value etc. shall be dealt with.
- (3) Upon teaching mathematical activities, the following matters shall be considered.
- 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 and significance of learning mathematics, mathematical activities shall be taught throughout all grades with respect to the correspondent contents listed in “A Numbers and Calculations”, “B Geometrical Figures”, “C Mathematical Relations” and “D Making Use of Data”.
  - b Each school shall make efforts in order that the students can enjoy mathematical activities and to provide the opportunities to realize utilization of mathematics in daily lives.

## [ Science ]

### 1 Objectives

By becoming familiar with nature, utilizing point of view/way of thinking of Science, and carrying out observations and experiments, each school shall endeavor to cultivate the qualities/abilities necessary for solving the problems regarding natural objects/phenomena as follows.

- (1) To make efforts for basic understanding regarding natural objects/phenomena and acquire the elementary skills relating to observations and experiments.
- (2) To conduct observations and experiments and to foster the abilities to explore methods for solving problems and to create appropriate ideas.
- (3) To foster foundations to love nature and to independently make use of what the students have learned to their daily lives.

### 2 Objectives and contents for each grade

#### ○1st stage

##### (1) Objectives

###### A Life

- a To aim at understanding the continuity of life and acquiring the elementary skills relating to observations and experiments.
- b To cultivate the ability to think ways to solve the problems mainly base on predictions and hypothesis while researching the continuity of life.
- c To voluntarily research the continuity of life and foster the attitude to respect life and to make use of it in daily lives.

###### B Earth/Nature

- a To aim at understanding the function of running water and the regularity of meteorological phenomena and acquiring the elementary skills relating to observations and experiments.
- b To cultivate the ability to think ways to solve the problems mainly base on predictions and hypothesis while researching the function of running water and the regularity of meteorological phenomena.
- c To voluntarily research the function of running water and the regularity of meteorological phenomena and foster the attitude to respect life and to make use of it in daily lives.

###### C Matter/Energy

- a To aim at understanding the regularity of dissolution of substances and electric currents and acquiring the elementary skills relating to observations and experiments.
- b To cultivate the ability to think ways to solve the problems mainly base on predictions and hypothesis while researching the regularity of dissolution of

- substances and electric currents.
  - c To voluntarily research the regularity of dissolution of substances and electric currents and foster the attitude to respect life and to make use of it in daily lives.
- (2) Contents
  - A Life
    - a Germination, growth, and fruition of plants
 

Paying attention to the state of germination, growth and fruition of the plants, through the activities to research them while controlling the conditions relating to them, each school shall teach the contents in order that the students can acquire the following matters.

      - (a) To understand the following matters and acquire the elementary skills relating to observations and experiments.
        - Ⓐ Plants germinate by using the nutrition in seed.
        - Ⓑ It is water, air and temperature that influence plant germination.
        - Ⓒ Sunlight and fertilizer affect plant growth.
        - Ⓓ Some flowers have stamen and pistil; when pollen sticks to the stigma of the pistil, its base develops into the fruit, and the seeds are produced in the fruit.
      - (b) To consider ways to solve problems and express them based on expectations and hypothesis regarding the conditions relating to germination, growth and fruition of the plants while researching the growth of plants.
    - b Birth of animals
 

Regarding formation and development of animals by raising fish and by using learning materials about the formation of animals, paying attention to the state of eggs and embryos, through the activities to research them in connection with passage of time, each school shall teach the contents in order that the students can acquire the following matters.

      - (a) To understand the following matters and acquire the elementary skills relating to observations and experiments.
        - Ⓐ Fish have gender and the state of the inside of the discharged eggs as days go by.
        - Ⓑ Humans grow inside the mother until they are born.
      - (b) To consider ways to solve problems and express them based on expectations and hypothesis regarding the conditions relating to the state of formation and development of animals while researching formation and development of animals.
  - B Earth/Nature
    - a Function of running water and change in the ground surface
 

Regarding function of running water and change in the ground surface, paying attention to the speed and volume of water, through the activities to research them while controlling the conditions relating to them, each school shall teach the contents in order that the students can acquire the following matters.

      - (a) To understand the following matters and acquire the elementary skills relating to observations and experiments.
        - Ⓐ Running water has functions to cut into the ground, transport and pile up pebbles and soil.
        - Ⓑ The size and shape of pebbles on a riverside differ depending on if they are found upstream or downstream.
        - Ⓒ Depending on how it rains, the speed and volume of running water change and the state of the ground changes significantly due to swelling.
      - (b) To consider ways to solve problems and express them based on expectations and hypothesis regarding the relationship between function of running

water and change in the ground surface while researching function of running water.

b Weather change

Regarding weather change, while observing the state of clouds and making use of the images etc., such as weather information, paying attention to the amount and movement of clouds, through the activities to research by connecting such amount and movement with weather change, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

- Ⓐ The volume and movement of clouds are related to changes in weather.
- Ⓑ Changes in weather can be forecasted using meteorological information such as visual information.

(b) To consider ways to solve problems and express them based on expectations and hypothesis regarding the relationship between weather change and the volume and movement of clouds while researching weather change.

C Matters and Energy

a Dissolution of substances

Regarding dissolution of substances, paying attention to the amount and state of solute that can be dissolved in a solvent, through the activities to research while controlling the conditions such as water temperature and such amount, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

- Ⓐ The weight of water and a solute remains unchanged even if the solute is dissolved in water.
- Ⓑ There is a limit to the amount of solute that can be dissolved in a solvent.
- Ⓒ The amount of solute that can be dissolved in a solvent differs according to the kind of solute. In addition, using these properties, it is possible to extract solutes.

(b) To consider ways to solve problems and express them based on expectations and hypothesis regarding the regularity of dissolution of substances while researching dissolution of substances.

b Function of electric currents

Regarding electric currents, paying attention to the amount and direction of electric amount, through the activities to connect them, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

- Ⓐ When the numbers and circuit of dry batteries are changed, the amount and direction of electric currents change and brightness of small bulbs and rotation of a motor change.

(b) To consider ways to solve problems and express them based on expectations and hypothesis regarding the amount and direction of electric currents and the state of the objects connected to dry batteries while researching function of electric currents.

(3) Handling the Content

a Regarding a “Germination, growth and fruition of plants” of “A Life”, the following matters shall be dealt with.

(a) Regarding (a), Ⓐ “Nutrition within seeds”, starch shall be dealt with.

(b) Regarding (a), Ⓐ, stamen, pistil, calyx, and petals shall be dealt with.

Additionally, with regard to pollination, the relation to wind and insects shall

- be mentioned.
- b Regarding (a), ㉑ “Birth of animals” of b, (2), “A Life”, the process of fertilization of humans shall not be dealt with.
- c Regarding a “Function of running water and change in the ground surface” (a), ㉒ of c (2) “B Earth/Nature”, natural disasters shall also be dealt with.
- d Regarding b “Weather Change” (a), ㉓ of “Earth/Nature” of (2), weather change along with the pathway of typhoons and the relationship between typhoons and precipitation and the natural disasters associated with them shall be mentioned.
- e Upon teaching “C Matters/Energy” of (2), consideration shall be given in order that such teaching shall be conducted through manufacturing.
- f Regarding a “Dissolution of substances” of “C Matter/Energy” of (2), the fact that the solvent, the solute spreads evenly shall also be mentioned.
- g Regarding b “Function of electric current” (a) ㉔ of “C Matter/Energy” of (2), series connection and parallel connection shall be dealt with.

○2nd stage

(1) Objectives

A Life

- a Aiming at understanding the structure and function of the human body and the other animals and the relationship between the humans and the other animals, the elementary skills relating to observations and experiments shall be acquired.
- b While researching the structure and function of the human body and the other animals and the relationship between the humans and the other animals, the ability to create more appropriate ideas shall be fostered regarding such function and relationship.
- c The attitude to voluntarily research the structure and function of the human body and the other animals and the relationship between the humans and the other animals, to respect life and to try to make use of what the students learn to their daily lives shall be fostered regarding such function and relationship.

B Earth/Nature

- a Aiming at understanding formation and change of land, and the phases of the moon and the positional relationship between the moon and the sun, the elementary skills relating to observations and experiments shall be acquired.
- b While researching formation and change of land, and the phases of the moon and the positional relationship between the moon and the sun, the ability to create more accurate ideas shall be fostered mainly regarding such changes and relationships.
- c The attitude to voluntarily research formation and change of land, and the phases of the moon and the positional relationship between the moon and the sun and to try to make use of what the students learn to their daily lives shall be fostered.

C Matter/Energy

- a Aiming at mechanism of combustion, properties of aqueous solutions, regularity of a lever and the properties and the function of electricity, the elementary skills relating to observations and experiments shall be acquired.
- b While researching mechanism of combustion, properties of aqueous solutions, regularity of a lever and the properties and the function of electricity, the ability to create more appropriate ideas shall be fostered mainly regarding such mechanism and properties, and regularity and function.
- c The attitude to voluntarily research mechanism of combustion, properties of aqueous solutions, regularity of a lever and the properties and the function of

electricity and to try to make use of what the students learn to their daily lives shall be fostered.

## (2) Contents

### A Life

#### a Structure and functions of the human body

Regarding human beings and other animals, paying attention to the structure of body and function of respiration, digestion, excretion, and circulation, through the activities to research the functions to maintain life from various aspects, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

- Ⓐ Oxygen is taken into the body, and carbon dioxide etc. are excreted from the body.
- Ⓑ Food is digested and absorbed while it passes through the mouth, stomach and intestine and the leftovers are excreted.
- Ⓒ Blood travels through the body, is pumped through its course by the heart, and transports nutrition, oxygen, and carbon dioxide.
- Ⓓ There are various organs that maintain life activities within a human body.

(b) While researching the structure and function of human beings and other animals, the ability to create more accurate ideas shall be fostered mainly regarding the structure of body and function of respiration, digestion, excretion, and circulation.

#### b Nutrition of plants and pathway of water

Regarding plants, paying attention to their structure, pathway of water in plants and the function of creating nutrition in leave, through the activities to research the function to maintain life from various aspects, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

- Ⓐ When sunlight hits leaves, starch is produced in the leaves.
- Ⓑ There are pathways of water in roots, stems, and leaves, and the water taken up by the roots mainly evaporates through leaves.

(b) While researching the structure and function of plants, to create and express more appropriate ideas regarding pathway of water in plants and the function of creating nutrition in leave.

#### c Living things and the environment

Regarding living things and the environment, while observing the lives of animals and plants and making use of data, paying attention to the relationship between living things and the environment, through the activities to research them from various aspects, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

- Ⓐ Living things are closely related to the surrounding environment through water and air.
- Ⓑ Living things live in an eat-or-be-eaten world.
- Ⓒ Human beings are closely related to the environment and devise for living.

(b) While researching living things and the environment, to create and express more appropriate ideas regarding relationship between living things and the environment.

## B Earth/Nature

### a Formation and change of land

Regarding formation and change of land, paying attention to the land and the substances contained in soil, through the activities to research formation and creation of land from various aspects, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

Ⓐ Land is composed of gravels, sands, mud, volcanic and volcanic ashes etc. and some land spreads by creating layers. Additionally, some layers contain fossils remains.

Ⓑ Geological strata are formed by running water and volcanic eruptions.

Ⓒ Land changes according to volcanic eruptions and earthquakes.

(b) While researching formation and change of land, to create and express more appropriate ideas regarding formation and creation of land.

### b The moon and the sun

Regarding the moon phases, paying attention to the position of the moon and the sun, through the activities to research such positional relationship from various aspects, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

Ⓐ The sun is located on the bright side of the moon. In addition, the moon phase changes depending on the positional relationship between the moon and the sun.

(b) While researching the moon phases, to create and express more appropriate ideas regarding the relationship between the location and the phases of the moon and the location of the sun.

## C Matter/energy

### a Mechanism of combustion

Regarding the mechanism of combustion, paying attention to the changes of air, through the activities to research the combustion of objects from various aspect, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

Ⓐ When plants burn, oxygen in the air is used and carbon dioxide is produced.

(b) While researching mechanism of combustion, to create and express more appropriate ideas regarding the change of air when objects burn.

### b Properties of aqueous solutions

Regarding aqueous solutions, paying attention to solutes, through the activities to research the difference of the properties and functions depending on such solutes from various aspects, each school shall teach the contents in order that the students can acquire the following matters.

(a) To understand the following matters and acquire the elementary skills relating to observations and experiments.

Ⓐ There are acid, alkaline and neutral aqueous solutions.

Ⓑ Gas is dissolved in some aqueous solutions.

Ⓒ Some aqueous solutions change the properties of metals.

(b) While researching the properties and functions of aqueous solutions, to create and express more appropriate ideas regarding the difference of the properties and functions depending on solutes.

c Regularity of a lever

Regarding regularity of a lever, paying attention to the location to the force points and the strength, through the activities to research the functions of a lever from various aspects, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To understand the following matters and acquire the elementary skills relating to observations and experiments.
  - Ⓐ When the force point or strength changes, the power to tilt the lever changes. When the lever is balanced, a certain regularity exists among such force point, strength, and the power.
  - Ⓑ Tools using this regularity of a lever can be found in daily life.
- (b) While researching regularity of a lever, to create and express more appropriate ideas regarding the relationship between the force point and strength and this function.
- d Use of electricity

Regarding power generation and electrification, and transformation of electricity, paying attention to the quantity and function of electricity, through researching activities to research them from various aspects, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To understand the following matters and acquire the elementary skills relating to observations and experiments.
  - Ⓐ Electricity can be generated and stored.
  - Ⓑ Electricity can be transformed into light, sound, heat, and movement etc.
  - Ⓒ There are the tools using the properties and functions of electricity in daily lives.
- (b) While properties and functions of electricity, to create and express more appropriate ideas regarding power generation and electrification, and transformation of electricity.

### (3) Handling the Content

- a Regarding a “Structure and functions of the human body” of “A Life” of (2), the following matters shall be dealt with.
  - (a) Regarding (a), Ⓒ, it shall be mentioned that there is correlation between heart beats and pulsations.
  - (b) Regarding (a), Ⓓ, lungs, stomach, small intestines, large intestines, liver, kidneys, and heart shall be dealt with.
- b Regarding c “Living things and the environment” of “A Life”, the following matters shall be dealt with.
  - (a) Regarding (a), Ⓐ, it shall be mentioned that water circulates.
  - (b) Regarding (a), Ⓑ, it shall be mentioned that small livings make good eating for fish through observing them.
- c Regarding a “Formation and change of land” of “B Earth/Nature” of (2), the following matters shall be dealt with.
  - (a) Regarding to (a), Ⓑ, conglomerates, sandstone and mudstone shall be dealt with as rocks that are formulated by the functions of flowing water.
  - (b) Regarding (a) Ⓒ, natural disasters shall be dealt with as well.
- d Regarding (a), Ⓐ of b “The moon and the sun” of “B Earth/Nature” of (2), it shall be dealt with as the positional relationship between the sun and the moon when viewed from the earth.
- e Upon teaching “C Matters/Energy” of (2), consideration shall be given in order that such teaching shall be conducted through manufacturing.
- f Regarding (a), Ⓐ of d “Use of electricity” of “C Matter/Energy” of (2), hand generator and photocell shall be dealt with as the tools to generate electricity.

### 3 Designing teaching plans and dealing with the contents

- (1) Upon preparing instruction plan, the following shall be considered.
  - a Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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, based on the properties of learning process for Science, by utilizing scientific point of view/way of thinking, each school shall make efforts to enhance learning activities to try to solve the problems scientifically, such as conducting observations and experiments with expectations.
  - b Regarding the ability to think, to make decisions, and to represent etc. in 2 of each stage, the main one shall be indicated among the ones aiming at cultivation in the said state. Upon actual teaching, full consideration shall be given to cultivation of the ability listed in the other stage.
- (2) Upon dealing with in 2 Contents of each stage, the following matters shall be considered.
  - a To focus on the learning activities to find problems, explore and explain the methods such as expectations and hypothesis, observations and experiments, the ones to organize and explore the results of observations and experiments, and the ones to consider and explain by making use of scientific terms and concepts.
  - b Upon teaching observations and experiments etc., to appropriately make use of computer and information communication network according to the contents of teaching.
  - c Upon conducting the experiments, to deal with the matters relating to things around people and the ones relating to their lives.
  - d Upon teaching living things, weather, river, and land, to adopt the activities to become familiar with local nature by going outside and experiential ones a lot, and to foster the attitude to respect lives and to contribute to preservation of natural environment.
  - e Upon teaching weather, river, and land etc., to aim at fundamental understanding of disasters.
  - f To mention that scientific technology enriches the society and what the students learn in Science relate to various vocations.
  - g To promote activities for individual students to solve problems, to make efforts to enhance learning activities aiming at the connection with daily lives and other subject areas etc., to establish purposes and to enhance learning activities based on the ideas to measure and control such purposes.
  - h To aim at collaboration and cooperation with museums and science learning centers.
- (3) Upon teaching observations and experiments etc., full attention shall be paid to prevent accidents. Furthermore, full consideration shall be given to environmental improvement. Consideration shall be given to take proper measures to management and disposal of used chemicals as well.

## [ Music ]

### 1 Objectives

Through expansive activities for utilizing point of view/way of thinking of music, each school shall aim at fostering qualities/abilities relating to musical culture and richness of music as follows.

- (1) To understand relationship with musical themes and musical structures etc. and

variety of music, and to aim at acquiring the skills necessary for musical expressions exerting originality and ingenuity.

- (2) To enable students to exert originality and ingenuity of musical expressions and to listen to music while evaluating music in their own way and with excellent and beautiful musical tastes.
- (3) Through experiencing enjoyment of musical activities, to foster emotions to love music and sensitivity toward music, to foster the attitude to become familiar with music and to foster rich aesthetic sentiments.

## 2 Objectives and contents for each stage

### ○1st stage

#### (1) Objectives

- a To understand relationship with musical themes and musical structures etc. and to acquire the skills for singing, playing instruments, creative music making and body expression necessary to express music that makes use of originality and ingenuity.
- b To enable students to exert originality and ingenuity for musical expressions and to taste and listen to music while finding goodness and beauty of music in their own way.
- c Through working on learning of independent/cooperative expression and appraising and experiencing the joy of musical activities, to enable the students to foster the attitude to make their lives bright and rich by making use of musical experience.

#### (2) Contents

##### A Musical expression

- a Through singing activities, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To exert originality and ingenuity for 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 the musical theme and musical structure and the contents of lyrics.
    - ㉒ Relationship between tone and sound of voice and vocalization.
  - (c) To enable the students to acquire the skills of the following ㉓ to ㉕ necessary for expressions that make use of originality and ingenuity.
    - ㉓ Skills to sing after listening to the models and singing by looking at C-major and A-minor notations.
    - ㉔ Skills to sing in a natural and relaxed manner with attention to breathing and pronunciation.
    - ㉕ Skills to sing in ensemble while listening to mutual voices, supplementary melody, and the accompaniment.
- b Through playing instruments, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To exert originality and ingenuity 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 the musical theme and musical structure.
    - ㉗ Relationship between various tones of musical instruments and way of playing music instrument.

- (c) To enable the students to acquire the skills of the following ① to ③ necessary for expressions that make use of originality and ingenuity.
  - ① Skills to sing after listening to the models and singing by looking at C-major and A-minor notations.
  - ② Skills to play melody musical instruments and percussion instruments with attention to tones and sounds.
  - ③ Skills to play instruments in ensemble while listening others' voice parts of instruments and the accompaniment.
- c Through creative activities, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To exert originality and ingenuity for creative expression while acquiring and making use of the knowledge and skills for creative expression.
  - (b) Regarding the contents of ① and ②, to understand in connection with the interest created by such contents.
    - ① Characteristics of various sound echoes and their combination.
    - ② Characteristics of connection and combination of sounds and phrases.
  - (c) To acquire the skills for selection and combination of the sounds according to the themes and conditions necessary to create melody and music by expressions that make use of originality and ingenuity.
- d Through activities of physical expressions, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To exert originality and ingenuity for physical expression while acquiring and making use of the knowledge and skills for physical expression.
  - (b) To understand the following ① and ②.
    - ① Relationship between the musical theme and musical structure.
    - ② Relationship between the musical theme and physical movement.
  - (c) To enable the students to acquire the skills of the following ① to ③ necessary for expressions that make use of originality and ingenuity.
    - ① Skills to express according to speed, rhythm of music and musical themes.
    - ② Skills to express coherently by combining various movements based on established conditions.
    - ③ Skills to express by combining the movements with friends.
- B Appraising
  - a Through appraising activities, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) To enjoy listening to the entire music finding goodness of music and musical performance while acquiring and making use of the knowledge relating to appraising.
    - (b) To understand musical themes and their changes and relationship with the structure of music.
- 2nd stage
  - (1) Objectives
    - a To understand relationship with musical themes and musical structures etc. and diversity of music and to acquire the skills for singing, playing instruments, creative music making and body expression necessary to express music that makes use of originality and ingenuity.
    - b To enable students to exert originality and ingenuity for musical expressions and to taste and listen to music by finding goodness and beauty of music in their own way while evaluating it.
    - c Through working on learning of independent/cooperative expression and appraising and experiencing the joy of musical activities, to enable the students

to foster the attitude to make their lives bright and rich by music.

(2) Contents

A Musical expression

- a Through singing activities, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To exert originality and ingenuity for 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 the musical theme and musical structure and the contents of lyrics.
    - ㉒ Relationship between tone and sound of voice, and characteristics of words and vocalization.
  - (c) To enable the students to acquire the skills of the following ㉓ to ㉕ necessary for expressions that make use of originality and ingenuity.
    - ㉓ Skills for vocalization, pronunciation of words and ways to use body to sing by expressions that make use of originality and ingenuity.
    - ㉔ Skills to sing in harmony with others while listening to the entire voice echoes and voices of each voice part by making use of originality and ingenuity.
- b Through playing instruments, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To exert originality and ingenuity 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 the musical theme and musical structure.
    - ㉗ Relationship between various tones and echoes of musical instruments and way of musical performance.
  - (c) To enable the students to acquire the skills of the following ㉘ and ㉙ necessary for expressions that make use of originality and ingenuity.
    - ㉘ Skills for playing music and using body necessary for expressions that make use of originality and ingenuity.
    - ㉙ Skills to play music in harmony with others while listening to the entire voice echoes and voices of each voice part by making use of originality and ingenuity.
- c Through creative activities, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To exert originality and ingenuity for creative expression while acquiring and making use of the knowledge and skills for creative expression.
  - (b) To understand the following ㉚ and ㉛ in connection with the image that the students want to express.
    - ㉚ Characteristics of sound connection
    - ㉛ Characteristics of sound material and the ones of the structure such as sound overlapping, repetition, change and contrast etc.
  - (c) To acquire the skills for selection and combination of the sounds according to the themes and conditions necessary to create melody and music by expressions that make use of originality and ingenuity.
- d Through activities of physical expressions, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To exert originality and ingenuity for physical expression while acquiring and making use of the knowledge and skills for physical expression.
  - (b) To understand the following ㉜ and ㉝.
    - ㉜ Relationship between the musical theme and musical structure.



- e The Japanese National Anthem “Kimi-ga-yo” shall be taught appropriately according to the period.
- (2) Upon handling 2 Contents of each stage, the following matter shall be considered.
  - a Upon teaching each stage, in order that the students can enjoy a feeling of unity with sound and music, each school shall adopt activities for physical movements in line with Objectives for teaching.
  - b Upon teaching each stage, it shall be devised to provide teaching aiming at communication through sound and music and language. In doing so, consideration shall be given to language understanding and the situations of vocalization/speech etc. and to effectively make use of computer and educational apparatus, as necessary.
  - c Consideration shall be given to independently relate to sound and music, and musical culture in daily lives and society such as the opportunities where students can realize connection with musical activities in schools and outside schools such as in public facilities etc. in accordance with the actual state of school and local communities.
  - d Through the musical activities such as chords and harmony, each school shall enable the students to feel the expressions that individual chords have. Additionally, emphasis shall be placed mainly on the primary chords, such as I, IV, V and V<sub>7</sub>, in both major and minor pieces.
  - e Upon teaching songs from Japan and the traditional ones, each school shall devise the way to indicate musical scores and sound sources etc. the way for accompaniment, the one to sing along music and the one to play musical instruments etc. in order that the students can express and appreciate music feeling goodness of music.
  - f The following shall be dealt with upon teaching singing of “A Expression” a of each stage.
    - (a) To take up Japanese songs as singing materials in addition to common materials, such as songs for school, children’s songs and folk songs that have been handed down in the locality.
    - (b) To use movable Do solmization appropriately in order to develop the sense of relative pitch in accordance with the students’ actual state and learning situations.
    - (c) To give appropriate consideration to the students whose voices are changing.
  - g The following shall be dealt with regarding musical instruments of “A Expression” b of each stage.
    - (a) Percussion instruments taken up in each grade shall include the musical instruments which students can play easily, xylophone, metallophone, traditional Japanese instruments, and various ones from other countries, from which selection is made with due consideration to the actual state of students and their development stage and their chronological ages.
    - (b) Tuned instruments shall be selected among the instruments students already learned to play, the keyboards, traditional Japanese instruments, and electronic musical instruments, from which selection is made with due consideration to the actual state of students and their development stage and their chronological ages.
    - (c) Regarding the musical instruments handled in ensembles shall be selected by taking advantage of the characteristics of musical instruments in order that students can play by taking advantage of the role of each voice part.
  - h The following shall be dealt with upon teaching c. creative music making of “A. Expression” of each stage.
    - (a) Emphasis shall be put to construct sounds to music such as trying the connection of sounds while producing sounds in an impromptu manner.

- (b) Instructions shall be provided regarding what kind of music, students create music and how they do by showing specific examples according to the actual state of students.
- (c) Each school shall enable the students to record the music they create in line with the Objectives of teaching, as necessary. Each school also teach them the ways to record flexibly such as by pictures etc.
- (d) Each school shall use non-metrical rhythms, scales used in Japanese music and scales that are atonal, according to the actual state of students.
- i Upon teaching “B Appraising” of each stage, each school shall devise the teaching in order that students can express what they notice and feel by their physical movements and pictures and words in their own way.
- j Each school shall appropriately teach “the elements that shape music” of〔Common items〕 in line with the students’ development stage and the Objectives of teaching, from tone, rhythm, tempo, melody, texture, dynamics, form and composition by appropriately select and connect them, as necessary.
- k Regarding “terms and symbols etc.” indicated in〔Common items〕 (1) e , in addition to the National Curriculum Standard for Elementary School, Chapter 2, Section 6 Music 3-2-(9), giving consideration to the actual state and learning situations of students, each school shall deal with the contents in order that they can understand and make use of such contents by connecting such contents with what is mentioned in the National Curriculum Standard for Lower Secondary School, Chapter 2, Section 5, 3-2-(10).
- l The following shall be dealt with as singing materials.
  - (a) The pieces related to students’ development stage and their chronological ages
  - (b) As the main singing materials, including the common materials for both stage, pieces for solo, unison, and ensemble
  - (c) Common singing materials
    - ① Common materials of the 1<sup>st</sup> stage and the 2<sup>nd</sup> stage shall be indicated as follows.
      - Akatonbo (Lyrics by Rofu Miki, Music by Kosaku Yamada)
      - Kojo no Tsuki (Lyrics by Bansui Doi, Music by Rentaro Taki)
      - Soshunfu (Lyrics by Kazumasa Yoshimaru, Music by Akira Nakada)
      - Natsu no Omoide (Lyrics by Shoko Ema, Music by Yoshinao Nakada)
      - Hana (Lyrics by Hagoromo Takeshima, Music by Rentaro Taki)
      - Hana no Machi (Lyrics by Shoko Ema, Music by Ikuma Dan)
      - Hamabe no Uta (Lyrics by Kokei Hayashi, Music by Tamezo Narita)

- m Teaching materials for musical instruments shall contain the following.
  - (a) Amiable pieces appropriate for the relationship with the Objectives for teaching in accordance with development stage and their chronological ages.
  - (b) As the main materials for musical instruments including the already learned singing materials, with consideration to the effects of playing musical instruments, the pieces of easy ensemble.
- n Teaching materials for music making shall contain the following.
  - (a) Amiable pieces appropriate for the relationship with the Objectives for teaching in accordance with development stage and their chronological ages and that are closely related to life.
- o As teaching materials suitable to physically express the characteristics of sounds and music, the following shall be dealt with.
  - (a) As the main materials, including the already learned singing materials and the materials for musical instruments, amiable pieces appropriate for the relationship with the Objectives for teaching in accordance with students' development stage and their chronological ages and that are closely related to life, focusing on the ones along which students can move their bodies by listening to music.
- p As teaching materials for appraising, the following shall be dealt with.
  - (a) As the main teaching materials for appraising, among various musical pieces, such as Japanese music including Japanese traditional music, music from various regions, and folk music in foreign countries including the already learned singing materials and the materials for musical instruments, various kinds of pieces from which students can feel the musical themes in accordance with students' development stage and their chronological ages and from which they can easily imagine scenes.
  - (b) The pieces from which students can easily recognize the functions of the elements that shape music and can easily become aware of their atmosphere and structure of music.
  - (c) Amiable pieces with various performance styles, to recognize the characteristics of the timbre of instruments and human voices easily.

## [ Arts ]

### 1 Objectives

Through a wide range of activities in art expression and appreciation, by utilizing artistic point of view/way of thinking, 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 devise creativity for expression method and to creatively express themselves.
- (2) To enable students to consider artistic good quality and beauty, and intention for expression and device for such expression, to create themes, to have creative ideas and to deepen the views and feeling toward art and artistic culture.
- (3) To enable students to work on and enjoy artistic creative activities, to foster love of art, to enrich their sensitivity, to develop the attitude to create heartfelt lives and to foster rich aesthetic sentiments.

### 2 Objectives and contents for each stage

#### ○1st stage

- (1) Objectives

- a To enable students to understand artistic viewpoint and to devise and express the expression method according to their intention.
- b To enable students to consider artistic goodness and beauty, and intention for expression and device for such expression, to create themes, to have creative ideas and to widen the views and feeling toward art and artistic culture.
- c To enable students to enjoy working on artistic creative activities to taste the joy of such activities, to foster love of art, and to develop the attitude to create heartfelt lives.

(2) Contents

A Expression

- a Through creative activities, based on what students perceive and think, purposes and functions, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall enable students to produce the subjects based on what students perceive and think when gazing at the objects and phenomena, and purposes and conditions to communicate and use, to create and devise structure, and to develop the ideas to express themselves heartfully.
  - (b) Each school shall enable students to acquire the skills to make use of the characteristics of materials and tools and to use creative ingenuity in accordance with what was originally intended.

B Appraising

- a Through the functions of works of art and art in daily lives, and appraising activities such as artistic culture, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To enable students to widen their views and sensitivity by perceiving good quality and beauty of works of art etc. the feelings and intentions of the artist and ingenuity employed in such works.
  - (b) To enable students to widen their views and sensitivity by perceiving good quality and beauty of art in lives and cultural heritage and thinking about the functions of art and artistic culture that enrich their lives.

[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 understand the functions of shapes and colors, materials, and light.
  - (b) To perceive and hold the entire image from characteristic features of art.

○ 2nd stage

(1) Objectives

- a To enable students to understand artistic viewpoint and to devise and express the expression method according to their intention.
- b To enable students to consider artistic goodness and beauty, and intention for expression and creatively device for such expression, to create themes, to have creative ideas and to widen the views and feeling toward art and artistic culture.
- c To enable students to independently work on and enjoy artistic creative activities, to deepen love of art, and to develop the attitude to create heartfelt lives.

(2) Contents

A Expression

- a Based on what students have perceived and thought, purposes and functions, through activities for drawing and creating, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) Each school shall enable students to produce the subjects based on what students perceive and think when gazing at the objects and phenomena, and

purposes and conditions to communicate and use, to devise creative structure, and to develop the ideas to express themselves heartfully.

- (b) Each school shall enable students to acquire the skills to make use of the characteristics of materials and tools and to use creative ingenuity in accordance with what was originally intended and express themselves showing their personality.

#### B Appraising

- a Through the functions of works of art and art in daily lives, and appraising activities such as artistic culture, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To enable students to widen their views and sensitivity by perceiving good quality and beauty of works of art etc. the feelings and intentions of the artist and ingenuity employed in such works.
  - (b) To enable students to widen their views and sensitivity by perceiving good quality and beauty of art in lives and cultural heritage and thinking about the functions of art and artistic culture that enrich their lives.

#### {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 understand the functions of shapes and colors, materials, and light.
  - (b) To perceive and hold the entire image from characteristic features of art.

### 3 Designing teaching plans and dealing with the contents

#### (1) Upon preparing instruction plan, 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 artistic point of view/way of thinking, each school shall make efforts to enhance mutually related learning activities for expression and appreciation.
- b Upon teaching of 2 Contents of “A Expression” and “B Appraising” of each stage, efforts shall be made to ensure that both contents have mutually relation. Special attention shall be paid in order that students can deepen learning by comprehensively utilizing the qualities/abilities related to ideas and conceptions and the qualities/abilities related to appreciation.
- c 2 Contents of {Common items} of each stage shall be the qualities/abilities commonly necessary for the learning of expression and appreciation. Measures shall be devised to ensure that sufficient teaching of such common items in addition to teaching of the items of “A Expression” and “B Appraising”.
- d Upon teaching 2 Contents of “B Appraising” of each stage, each school shall enable students to establish the opportunities to share explanation and discussion regarding works etc. with people around them.
- e 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 art museums and similar facilities, and actively make use of such facilities and cultural assets 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) Upon handling 2 Contents of each stage, the following matter shall be considered.

- a Upon teaching “A Expression”, each school shall teach safe manipulation and storage of materials and tools and pay thorough attention for inspection before learning and safety in places where activities are carried out.
- b Wide range of learning activities and ways of expression shall be made

- available in order that students can participate in activities by making use of their individual personality.
- c Upon teaching “A Expression”, each school shall enable students to participate in the activities while fostering their qualities and desires that they want to realize through the entire artistic process. During such time, each school shall enable them to discover their strengths and possibilities and to foster their attitude to create enjoyable and rich live their lives.
  - d In each activity, each school shall make efforts in order that students can respect each other’s quality of expression and individuality.
  - e In order that students can savor the joy of creation within a context of mutual cooperation and respect for the personality of each individual, each school shall enable them to experience creative activities in groups on appropriate occasions.
  - f Each school shall enable students to make use ow what they have learned through the learning of “A Expression” and “B Appraising”, and provide teaching in order that they can understand careful handling of art works and tools etc. and use such works and tools etc.
  - g Sketching shall be effectively incorporated into students’ learning with a view of fostering the ability to see, perceive, think, and draw.
  - h The active utilization of image media, including use of photography, video and computers shall be planned with a view of extending the potential of expression in art.
  - i Distinctive forms of expression as found in works from Japan and overseas countries covering a remarkably diverse range, which includes cartoons, illustrations and diagrams shall be available and ready for use.
  - j With regard to materials and the subject matter of expression, both familiar things from students’ immediate surroundings and traditional objects shall be adopted.
  - k Upon teaching [Common items] , in order that students can have various viewpoints to perceive art with rich mind, the following contents shall be considered.
    - (a) Upon teaching a (a) of [Common items] , paying attention to the elements of art such as shapes and colors, each school shall realistically understand art.
    - (b) Upon teaching a (b) of [Common items] , based on artistic characteristics, paying attention to the entire image through comparison or connection with students’ feelings, each school shall enable students to understand art.
  - l In order to enable students to become familiar with art appreciation, art works shall be displayed in appropriate spaces in schools. Additionally, each school shall make efforts to establish the opportunities to display students works outside schools in accordance with the actual state of schools and local communities.
  - m Each school shall enable students to become aware of the value of creativity and to foster the attitude to respect creativity. In addition, as necessary, each school shall mention intellectual property rights and portrait rights relating to art. Furthermore, consideration shall be given to enable students to understand that fostering such attitude will lead to support of succession, development, and creation of artistic culture.

[ Health and Physical Education ]

1 Objectives

By utilizing point of view/way of thinking of physical education and health, finding problems, through independent/cooperative learning process toward

reasonable/systematic 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 deepen understanding 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 skills in accordance with the purposes.
- (2) Each school shall enable students to find the problems of themselves and others and society regarding various kinds of exercises and health/safety, to think about and make decisions toward solution with their peers and communicate with others according to purposes and situations.
- (3) Each school shall enable students to foster the attitude to lead bright, rich and active life aiming at continuously 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 enjoy the fun and pleasure of various kinds of physical activities, to understand the matters relating to the skills etc. according to their characteristics and health/safety necessary for growth/development of both body and mind, and individual life and to acquire the skills therefor.
- b To enable students to find problems of themselves and others for various kinds of exercises and leading healthy/safe lives, to devise measures for their solution and to foster the ability to communicate what they think with peers with others.
- c To enable students to foster the attitude to motivate fair play, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise by doing their best, through various experience in various kinds of exercises.  
Additionally, to enable students to actively work on maintenance/improvement and recovery of health, by paying attention to health/safety.

#### (2) Contents

##### A Physical fitness

Regarding physical fitness, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of moving their bodies and to understand of ways and methods thereof, to actively communicate with their peers 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 others for releasing the body and the one for enhancing physical fitness, to devise measures for their solution and to foster the ability to communicate with others about what they think with peers.
- c To enable students to foster the attitude to motivate fair play, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise by doing their best, through various experience in releasing the body and enhancing physical fitness.

##### B Apparatus gymnastics

Regarding apparatus gymnastics, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of apparatus

gymnastics and to understand the skills according to their characteristics and acquire such skills.

- b To enable students to find problems of themselves and others for apparatus gymnastics, to devise measures for their solution and to foster the ability to communicate what they think with peers with others.
- c To enable students to foster the attitude to motivate fair play, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise, through various experience in apparatus gymnastics.

C Track and field

Regarding track and field, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of track and field and to understand the skills according to their characteristics and acquire such skills.
- b To enable students to find problems of themselves and others for track and field, to devise measures for their solution and to foster the ability to communicate what they think with peers with others.
- c To enable students to foster the attitude to motivate fair play, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise, through various experience in track and field.

D Swimming

Regarding swimming, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of swimming and to understand the skills according to their characteristics and acquire such skills.
- b To enable students to find problems of themselves and others for swimming, to devise measures for their solution and to foster the ability to communicate what they think with peers with others.
- c To enable students to foster the attitude to motivate fair play, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise, through various experience in swimming.

E Ball games

Regarding ball games, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of ball games and to understand the skills according to their characteristics, to acquire such skills and to play simplified games.
- b To enable students to find problems of themselves and others for ball games, to devise measures for their solution and to foster the ability to communicate what they think with peers with others.
- c To enable students to foster the attitude to motivate fair play, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise, through various experience in ball games.

F Budo

Regarding Budo, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of ball games and to understand the skills according to their characteristics, 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 and others for Budo, to devise measures for their solution and to foster the ability to communicate

what they think with peers with others.

- c To enable students to foster the attitude to motivate fair play, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise, through various experience in Budo.

#### G Dance

Regarding dance, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of dance and to understand the skills, and to acquire dancing skills and to interact through expression and dance.
- b To enable students to find problems of themselves and others for dance, to devise measures for their solution and to foster the ability to communicate what they think with peers with others.
- c To enable students to recognize expression of peers each other, to secure safety of places and tools, and to voluntarily exercise, through various experience in dance.

#### H Theory of sport and physical education

Regarding theory of sport and physical education, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to become aware of a wide variety of exercises and sports, effects, and ways to learn, and meaning of sports such as the ways to perform safely and culture.
- b To enable students to find the problems relating to a wide variety of exercises and sports, effects, and ways to learn, and meaning of sports such as the ways to perform safely and culture, to devise measures for their solution and to foster the ability to communicate what they think with peers with others.
- c To enable students to actively work on the learning relating to a wide variety of exercises and sports, effects, and ways to learn, and meaning of sports such as the ways to perform safely and culture.

#### I Health

Regarding the matters relating to health/safety, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to understand growth/development of mind and body, injury prevention and prevention of disease etc. and to acquire the skills to lead healthy and safe individual life.
- b To enable students to find problems of themselves and others for health/safety, to devise measures for their solution and to foster the ability to communicate what they think with peers with others.

#### ○2nd stage

##### (1) Objectives

- a To enable students to enjoy the fun and pleasure of various kinds of physical activities, to deepen understanding the matters relating to the skills etc. according to their characteristics and health/safety necessary for growth/development of both body and mind, and individual life and social life to acquire the skills therefor according to their purposes.
- b To enable students to find problems of themselves and others for various kinds of exercises and leading healthy/safe lives, to devise measures for their better solution and to foster the ability to communicate with others about what they think and make decisions with peers.
- c To enable students to foster the attitude to motivate fair play, to play their own roles, to cooperate with peers, to secure safety of places and tools, and to foster the attitude to be familiar with exercises throughout their lives, through

various experience in various kinds of exercises. Additionally, to enable students to actively work on maintenance/improvement and recovery of health, by paying attention to health/safety.

(2) Contents

A Physical fitness

Regarding physical fitness, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of moving their bodies and to deepen understanding of ways and methods thereof, to voluntarily communicate with their peers, to exercise to enhance the ability to maintain the movements and to combine them, through exercise for releasing the body and the one for enhancing physical fitness.
- b To enable students to find problems of themselves and others for releasing the body and the one for enhancing physical fitness, and to communicate with others about what they think and make decisions for their better solution with peers.
- c To enable students to foster the attitude to motivate fair play, to play their roles, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise with expectations, through various experience in releasing the body and enhancing physical fitness.

B Apparatus gymnastics

Regarding apparatus gymnastics, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of apparatus gymnastics and to deepen understanding for the skills according to their characteristics, to acquire the skills according to their purposes and to play performance.
- b To enable students to find problems of themselves and others for apparatus gymnastics and to communicate with others about what they think and make decisions for their better solution with peers according to their purposes and situations.
- c To enable students to foster the attitude to motivate fair play, to play their roles, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise with expectations, through various experience in apparatus gymnastics.

C Track and field

Regarding track and field, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of track and field and to understand the skills according to their characteristics, to acquire the skills according to their purposes.
- b To enable students to find problems of themselves and others for track and field and to communicate with others about what they think and make decisions for their better solution with peers according to their purposes and situations.
- c To enable students to foster the attitude to motivate fair play, to play their roles, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise with expectations, through various experience in track and field.

D Swimming

Regarding swimming, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of track and field and to

deepen understanding for the skills according to their characteristics, to acquire swimming styles according to their purposes.

- b To enable students to find problems of themselves and others for swimming and to communicate with others about what they think and make decisions for their better solution with peers according to their purposes and situations.
- c To enable students to foster the attitude to motivate fair play, to play their roles, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise with expectations, through various experience in swimming.

#### E Ball games

Regarding ball games, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of ball games and to deepen understand for the skills according to their characteristics, to acquire such skills and to play games.
- b To enable students to find problems of themselves and others for ball games and to communicate with others about what they think and make decisions for their better solution with peers according to their purposes and situations.
- c To enable students to foster the attitude to motivate fair play, to play their roles, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise with expectations, through various experience in ball games.

#### F Budo

Regarding Budo, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of ball games and to deepen understanding for the skills according to their characteristics, and to perform simple offense and defense corresponding to changes of other parties' movements by making use of fundamental movements and fundamental skills.
- b To enable students to find problems of themselves and others for Budo and to communicate with others about what they think and make decisions for their better solution with peers according to their purposes and situations.
- c To enable students to foster the attitude to motivate fair play and maintain traditional ways for behavior, to play their roles, to cooperate with peers, to secure safety of places and tools, and to voluntarily exercise with expectations, through various experience in ball games.

#### G Dance

Regarding dance, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to experience the fun and comfort of ball games and to deepen understanding for ways of dancing, to acquire the skills according to their purposes and to conduct exchanges and presentation through expression and dance.
- b To enable students to find problems of themselves and others for dance and to communicate with others about what they think and make decisions for their better solution with peers according to their purposes and situations.
- c To enable students to foster the attitude to recognize individual expressions and roles each other, to secure safety of places and tools, and to voluntarily exercise with expectations, through various experience in dance.

#### H Theory of sport and physical education

Regarding theory of sport and physical education, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to become aware of a wide variety of exercises and sports, effects, and ways to learn, and fundamental knowledge relating to meaning of sports such as the ways to perform safely and culture.
- b To enable students to find the problems relating to a wide variety of exercises and sports, effects, and ways to learn, and meaning of sports such as the ways to perform safely and culture, to devise measures for their solution and to foster the ability to communicate with others about what they think and make decisions for their better solution with peers according to their purposes and situations.
- c To enable students to voluntarily work on the learning relating to a wide variety of exercises and sports, effects, and ways to learn, and meaning of sports such as the ways to perform safely and culture.

#### I Health

Regarding the matters relating to health/safety, each school shall teach the contents in order that the students can acquire the following matters.

- a To enable students to deepen understanding of growth/development of mind and body, injury prevention and prevention of disease etc. and to acquire the skills to lead healthy and safe individual life according to their purposes.
- b To enable students to find the problems relating to health/safety and to communicate with others about what they think and make decisions for their better solution with peers according to their purposes and situations.

### 3 Designing teaching plans and dealing with the contents

(1) Upon preparing instruction plan, 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 artistic point of view/way of thinking for physical education and health, each school shall enable students to find problems of themselves and others for exercises and health and to enhance learning activities for solution of such problems according to the situations of individual students' disabilities etc. Additionally, attention shall be paid in order that students can enjoy the fun and pleasure of exercises and realize the significance of health.
- b "A Physical fitness", H Theory of sport and physical education" and " I Health" shall be dealt with for three years.

(2) Upon handling 2 Contents of each stage, the following matter shall be considered.

- a Each school shall consider the actual state of schools and local communities and enable students to devise for performing activities aiming at teaching according to the state of individual students' disabilities etc., their experience of exercises and their skill levels etc. and independent resolution of the problems of exercises by themselves.
- b Each school shall devise to enhance teaching effects, aiming at effective acquisition of knowledge and skill and cultivation of the abilities to think, make decisions and express themselves etc., by actively making use of information means, such as computers and information communication network etc., according to the characteristics of each area.
- c Each school shall devise the teaching for the students who feel that they are bad at exercising and who are unwilling to be engaged in exercising.
- d Each school shall devise the teaching in connection with the contents from "A Physical fitness" to "G Dance" and " I Health".
- e "A Physical fitness", each school shall devise teaching in order that students can make use of exercises in their real lives and they can consider the exercises

- corresponding to their physical power and lives.
- f Regarding “D Swimming”, in the case of teaching regarding swimming styles, each school shall include the starting and turning from inside of water.
  - g “E Ball games” shall be dealt with while being more conscious of groups as well as individual abilities.
  - h 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.
  - i Regarding “H Theory of sport and physical education, each school shall mention the meaning and roles of the international competitions such as the Olympics/Paralympics and the spirit of fair play. Additionally, each school shall deal with various ways of involvement, such as “performing”, “recognizing”, “observing” and “supporting” etc. of games.
  - j Regarding teaching of skiing, skating and waterside activities etc. that have a deep connection with nature, each school shall actively conduct such activities in accordance with the actual state of schools and local communities etc.
  - k Instruction shall be appropriately carried out through the fields in “A Physical fitness” to “G Dance” to acquire means for conduct such as assembling, orderly arrangement, adjusting queues and changing direction as well as to enable them to act as a group efficiently and safely.
  - l Each school shall enhance independent learning activities by promoting cultivation of communication abilities and the ones to think, putting emphasis on language through activities to cultivate language abilities activities to reasonably discuss about the practice and preset plans and the ones to discuss about maintain and improvement and recovery of health in individual lives.

## [ Vocation ]

### 1 Objectives

By utilizing point of view/way of thinking of vocations through the practical/experiential learning activities relating to career courses after graduation such as vocation etc., 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 vocations and to acquire the skills relating to future vocational lives.
- (2) Each school shall make efforts to cultivate the abilities to look into students’ future vocational lives, to find essential matters, to establish problems, to explore solutions, to evaluate/improve the practices and to express themselves.
- (3) Each school make efforts to cultivate the practical attitude to improve their lives for realization of better future vocational lives and contribution to local communities.

### 2 Objectives and contents for each stage

#### ○1st stage

##### (1) Objectives

- a Each school shall enable students to understand the matters relating to vocations and to acquire the skills relating to future vocational lives.
- b Each school shall enable students to cultivate the abilities to look into their future vocational lives, to find essential matters, to establish problems, to explore solutions, to evaluate/improve the practices and to express themselves.
- c Each school make efforts to cultivate the practical attitude to device students’ lives toward realization of better future vocational lives and participation in

local communities.

(2) Contents

A Vocational life

a Meaning of labor

Enhancing motivation for and interest in labor, through the work and practical training etc. on which students work in cooperation with others, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To understand the meaning of labor.
- (b) To work on the labor with motivation and expectations, think about the results, the roles with others and cooperation with others, and express themselves.
- (c) To acquire accomplishment in work and practical training etc. and to independently work on such work and practical training with planning.

b Vocation

Regarding the matters relating to vocation, through deepening their thought through cooperation with others and experience and leaning activities, each school shall teach the contents in order that the students can acquire the following matters.

- (a) The following shall be considered regarding the knowledge and skills relating to vocation.
  - Ⓐ To acquire practical knowledge and skills necessary for vocational life.
  - Ⓑ To understand ways to make use of social mechanism etc. to support vocational life.
  - Ⓒ To understand the skills relating to characteristics and ways for handling of materials and living things etc. to grow and production and growing activities etc.
  - Ⓓ To understand the characteristics and ways for handling the tools and machines etc. to use and to appropriately handle such tools and machines according to work task.
  - Ⓔ To enhance reliability and durability, and dexterity etc. and to perform work according to the situations.
- (b) The following shall be considered regarding the abilities to think, to make decisions and express themselves etc. necessary for vocational life.
  - Ⓐ To think about students' own growth and work task and express themselves based on the roles of work and practical training.
  - Ⓑ To think about the skills relating to production and growing activities etc.
  - Ⓒ To think about safety and sanitation upon working and work efficiency and improve them.
  - Ⓓ To think about health management and way to spend leisure time necessary for vocational life.

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 know information security and information moral, to know the characteristics and functions of information device such as computers etc. regarding expression, record, communication etc., to understand ways of operations and to be able to handle such device.
- b To handle information device such as computers etc., summarize collected information and present what students think about such information in consideration with information security and information moral.

C Practical training in industry sites etc.

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

- a To understand what is necessary for students' career course after graduation such as vocation.
- b To express what students think about their own growth in practical training at industry sites etc.

○2nd stage

(1) Objectives

- a Each school shall enable students to deepen understanding of the matters relating to vocations and to acquire the skills relating to future vocational lives.
- b Each school shall enable students to cultivate the abilities to look into their future vocational lives, to find essential matters, to establish problems, to explore solutions, to evaluate/improve the practices and to express themselves.
- c Each school make efforts to cultivate the practical attitude to improve life toward realization of better future vocational lives and contribution to local communities.

(2) Contents

A Vocational life

a Meaning of labor

Enhancing motivation for and interest in labor, through the work and practical training etc. on which students work in cooperation with others, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To understand the meaning of labor.
- (b) To work on the labor with Objectives, think about the results, the roles with others and cooperation with others, and express themselves.
- (c) To acquire joy for contribution through work and practical training etc. and to independently work on such work and practical training with planning.

b Vocation

Regarding the matters relating to vocation, through deepening their thought through cooperation with others and experience and leaning activities, each school shall teach the contents in order that the students can acquire the following matters.

- (a) The following shall be considered regarding the knowledge and skills relating to vocation.
  - Ⓐ To deepen practical knowledge necessary for vocational life and acquire skills.
  - Ⓑ To deepen understanding of ways to make use of social mechanism etc. to support vocational life.
  - Ⓒ To deepen understand of the skills relating to characteristics and ways for handling of materials and living things etc. and skills to grow and growing activities etc.
  - Ⓓ To deepen understanding of the characteristics and ways for handling the tools and machines etc. to use and to appropriately handle such tools and machines according to work task.
  - Ⓔ To enhance reliability and durability, and dexterity etc. and to perform and become familiar with work according to the situations.
- (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 students' appropriate roles and to think about students' own growth and work task and express themselves in work and practical training.



- desirable work views and career views according to students' stage of development, deepen understanding of themselves and 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 enhancement of practical training in work inside and outside of schools and industry sites etc. Regarding practical training in industry sites etc., each school shall make efforts to provide teaching step-by-step and systematically based on work and employment experience etc. and plan teaching in order that students can increase awareness of participation in local communities and contribution to society.
- (2) Upon handling 2 Contents of each stage, the following matter shall be considered.
- 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 Each school shall enhance practical/experiential learning activities in order that students can learn actual knowledge and skills, foster concepts through deep understanding and realize joy of working and worthwhile work.
  - c Each school shall make efforts to enhance problem-solving learning and to collaborate/cooperate with homes and local communities and companies etc. in order that students can make use of learned knowledge and skills in their lives and correspond to change of vocation and lives.
  - d Consideration shall be given in order that teaching will be provided focusing on formation of and making use of practical knowledge and skills and attitude to work in leading vocational lives.
  - e Regarding health management and leisure necessary for vocational lives, each school shall provide specific teaching looking into the future and in connection with Jiritsukatsudo.
  - f Each school shall teach the contents of “A Vocational life” in connection with “a Participation in society and rules” and “d Industry and life” of the contents of Social Studies.
  - g Regarding “B Making use of information device”, each school shall also take up handling of information device in family life etc.

## [ Home Economics ]

### 1 Objectives

By utilizing point of view/way of thinking of everyday life through the practical-/experiential learning activities relating to food, clothing and housing, efforts shall be made as follows to foster the qualities/abilities necessary for the students to devise for realization of better lives.

- (1) To enable students to deepen understanding of functions of family members-/family, to aim at fundamental understanding of family members/family, food, clothing and housing, and consumption and environment etc. necessary for their independent lives, and to acquire the skills relating thereto.
- (2) To enable students to establish themes by finding out the problems in their family lives and local lives, to resolve such themes by exploring solutions, evaluating-/improving the practice and expressing what they think about such themes.
- (3) To enable students to foster practical attitude to devise their lives by considering the relationship with their families and local people, toward realization of better lives as members of their families.

## 2 Objectives and contents for each stage

### ○1st stage

#### (1) Objectives

- a To enable students to understand functions of family members/family, to aim at fundamental understanding of family /home, food, clothing and housing, and consumption and environment etc. necessary for their independent lives, and to acquire the skills relating thereto.
- b To enable students to establish themes by finding out the problems in their family lives and local lives, to resolve such themes by exploring solutions, evaluating/improving the practice, and expressing what they think about such themes.
- c To enable students to foster practical attitude to devise their lives by considering the relationship with their families and local people, toward realization of better lives.

#### (2) Contents

##### A Family/Home life

###### a Growth of students themselves and their families

Through learning activities relating to the growth of students themselves and their families, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To become aware of the connection between the growth of students themselves and families and home lives and to become aware that home lives are maintained through cooperation by family members.
- (b) To consider and express better relationship with their family members.

###### b Roles in home lives and relationship with local communities

Through learning activities relating to relationship with family and contact with local people, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To become aware that it is important for students to cooperate with local people in their home lives.
- (b) To consider and realize better relationship with families and local people.

###### c Health management and leisure in home lives

Through learning activities relating to health management and leisure in home lives, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To understand and practice health management and effective ways to spend leisure time.
- (b) To consider and express health management and effective ways to spend leisure time.

###### d Lives with babies and infants and elderly people

Through learning activities relating to contact with babies and infants and elderly people, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To become aware of the characteristics of babies and infants and elderly people and relationship with them.
- (b) To consider and express better relationship with babies and infants and elderly people.

##### B Food, clothing, and housing in life

###### a Role of meals

Through learning activities relating to roles of meals, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To understand the roles played by meals in life.
- (b) To explore and devise ways for well-balanced eating habits.

b Cooking of daily meals

Through learning activities relating to cooking of daily meals, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to connect daily meals with daily lives, to select food according to the use, to know management of food and kitchen utensils etc. by paying attention to safety and hygiene and ways to heat-cooking suitable for materials and to cook fundamental daily meals.
- (b) To enable students to explore and express selection of food and ways for cooking and cooking plan regarding cooking of fundamental daily meals.

c Selection of clothes

Regarding learning activities relating to selection of clothes, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to recognize relationship between clothes and social life and to understand wearing clothes according to purposes, clothes that make use of personality and selection of appropriate clothes.
- (b) To enable students to explore and devise selection of clothes.

d Clothe production by using fabrics

Through learning activities relating to clothe production by using fabrics, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to understand ways to sew cloth according to purposes and safe handling of tools.
- (b) To enable students to explore and devise ways of sewing according to purposes.

e Basic functions of housing and comfortable and safe living

Through learning activities relating to basic functions of housing and comfortable and safe living, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to know relationship between family lives and housing spaces and basic functions of housing.
- (b) To explore and express housing spaces by taking safety and comfort of families and housing space into consideration.

C Daily consumption and environment

a Daily consumption

Through learning activities relating to daily consumption, each school shall teach the contents in order that the students can acquire the following matters.

- (a) Each school shall help the students acquire the following knowledge and skills.
  - ① To enable students to recognize the feature of purchase method and paying method and become aware of necessity of money management in a planned manner.
  - ② To enable students to understand mechanism of sales contract, the background of consumer damages and countermeasures therefor and to collect/organize information necessary for selection of commodities-/services.
- (b) To enable students to explore and express purchase by making use of information necessary for selection of commodities/services.

b Fundamental rights and responsibilities for consumers

Through learning activities relating to fundamental rights and responsibilities for consumers, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to recognize fundamental rights and responsibilities for

consumers and effect that their daily consumption of students and their families have on environment and society.

- (b) To explore and express ways to take responsible actions as independent consumers.

○2nd stage

(1) Objectives

- a To enable students to deepen understanding of functions of family members/family, to aim at fundamental understanding of family /home, food, clothing and housing, and consumption and environment etc. necessary for their independent lives, and to acquire the skills relating thereto.
- b To enable students to establish themes by finding out the problems in their family lives and local lives, to resolve such themes by exploring solutions, evaluating/improving the practice, and expressing what they think about such themes.
- c To enable students to foster practical attitude to devise their lives by considering the relationship with their families and local people, toward realization of better lives.

(2) Contents

A Family/Home life

a Growth of students themselves and their families

Through learning activities relating to the growth of students themselves and their families, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to understand the connection between the growth of students themselves and families and home lives and to become aware that home lives are maintained through cooperation by family members.
- (b) To enable students to consider and express better relationship with their family members.

b Roles in home lives and relationship with local communities

Through learning activities relating to relationship with family and contact with local people, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to understand that it is important for them to cooperate with local people in their home lives.
- (b) To enable students to consider and devise better relationship with their families and local people.

c Health management and leisure in home lives

Through learning activities relating to health management and leisure in home lives, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to deepen understanding and practice health management and effective ways to spend leisure time.
- (b) To enable students to consider and devise health management and effective ways to spend leisure time.

d Lives with babies and infants and elderly people

Through learning activities relating to contact with babies and infants and elderly people, each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to become aware of the characteristics of babies and infants and elderly people and to understand relationship with them.
- (b) To enable students to consider and devise better relationship with babies and infants and elderly people.

B Food, clothing, and housing in life

- a Meals to fulfill necessary nutrition  
Through learning activities relating to the meals to fulfill necessary nutrition, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) To enable students to become aware of kinds and functions of nutrients necessary for them.
    - (b) To enable students to consider and devise a daily menu.
  - b Cooking of daily meals  
Through learning activities relating to cooking of daily meals, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) To enable students to connect daily meals with daily lives, to select food according to the use, to understand management of food and kitchen utensils etc. by paying attention to safety and hygiene and ways to heat-cooking suitable for materials and to appropriately cook fundamental daily meals.
    - (b) To enable students to explore and devise selection of food and ways for cooking and cooking plan regarding cooking of fundamental daily meals.
  - c Caring for clothes  
Through learning activities relating to caring for clothes, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) To enable students to understand and carry out caring for daily clothes in accordance with materials and state of clothes.
    - (b) To enable students to explore and devise caring for daily clothes in accordance with materials and state of clothes.
  - d Clothe production by using fabrics  
Through learning activities relating to clothe production by using fabrics, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) To enable students to know materials and procedures necessary for production and understand production plan.
    - (b) To enable students to explore production plan of simple things by using clothe and devise ways of production.
  - e Basic functions of housing and comfortable and safe living  
Through learning activities relating to basic functions of housing and comfortable and safe living, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) To enable students to know relationship between family lives and housing spaces and to understand basic functions of housing.
    - (b) To explore and devise ways to organize housing spaces by taking safety and comfort of families and housing space into consideration.
- C Daily consumption and environment
- a Daily consumption  
Through learning activities relating to daily consumption, each school shall teach the contents in order that the students can acquire the following matters.
    - (a) Each school shall help the students acquire the following knowledge and skills.
      - ① To enable students to recognize the feature of purchase method and paying method and understand necessity of money management in a planned manner.
      - ② To enable students to understand mechanism of sales contract, the background of consumer damages and countermeasures therefor and to appropriately collect/organize information necessary for selection of commodities/services.

- (b) To enable students to explore and devise purchase by making use of information necessary for selection of commodities/services.
- b Fundamental rights and responsibilities for consumers  
Through learning activities relating to fundamental rights and responsibilities for consumers, each school shall teach the contents in order that the students can acquire the following matters.
  - (a) To enable students to understand fundamental rights and responsibilities for consumers and effect that their daily consumption of students and their families have on environment and society.
  - (b) To explore and devise ways to take responsible actions as independent consumers.

### 3 Designing teaching plans and dealing with the contents

(1) Upon preparing instruction plan, 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 artistic point of view/way of thinking relating to everyday life, each school shall enable students to deeply understand by mutually connecting experiential activities and knowledge, to explore solutions by finding out problems in daily lives, to evaluate/improve the practice and to enhance learning focusing on the process toward solution of new problems.
- b Regarding the Objectives and contents of each stage, based on the entire teaching plan throughout three years, each school shall appropriately establish such plan in order that such plan is systematically developed based on students' learning situations. In doing so, each school shall focus on connection with Subject areas etc. including Vocation/Home Economics of lower secondary department. Additionally, regarding each item and the matters indicated in each item, each school shall make efforts for mutual and organic connection and to prepare the teaching plan by establishing appropriate themes for the purpose of comprehensive development. In addition, each school shall provide effective teaching in connection with Vocation etc. in upper secondary department and to connect with other Subject Areas etc. from the viewpoint to promote education for sustainable development.
- c Regarding the 2<sup>nd</sup> stage of “B Food, clothing, and housing in life” and “a Meals to fulfill necessary nutrition” and “c Caring for clothes”, with full consideration to the contents of “a Role of meals” and “c Selection of clothe”, while connecting with the matters indicated in each stage, each school shall plan to provide comprehensive teaching.
- d Each school shall make effort for collaboration with students' homes and local communities and enhancement of practical/experiential learning activities and increase in teaching effects inside and outside of schools. Regarding practical-/experiential learning activities, each school shall make efforts to connect experiential learning activities inside and outside schools and consider to provision of step-by-step and systematic teaching.

(2) Upon handling 2 Contents of each stage, the following matter shall be considered.

- a Upon teaching the contents, each school shall make efforts to enhance learning activities to organize and explore the results of practical training etc. relating to food, clothing and housing and the ones to consider and explain such results by making use of words, charts and tables and concepts etc. in order to solve problems in daily lives and society.
- b Upon teaching the contents, each school shall devise teaching in order that

- students can collect/organize information in practical training etc. and perform presentation of the results of practice etc. by actively making use of computers and information communication network.
- c Aiming at fostering the qualities/abilities and making use of and developing students' individuality, each school shall make efforts to establish learning subjects based on students interests/concerns to enhance individual-oriented teaching such as teaching in accordance with learning state of skills and devising educational materials.
  - d In order that students can make use of already learned knowledge and skills to their lives and correspond to changes in daily lives and society, each school shall enable students to enhance learning activities to establish and solve problems by finding such problems in daily lives and society and shall give consideration to collaboration with their homes and local communities, and companies.
  - e Regarding "B Food, clothing, and housing in life", Japanese traditional lives shall be dealt with. Consideration shall be given in order that students can recognize significance to succeed cultural life. In addition, regarding " b Cooking of daily meals", "B Food, clothing, and housing in life" of each stage, local food culture and Japanese dishes shall be taken up.
  - f a and b of "C Daily consumption and environment" shall be connected with the learning of practical learning shall be provided in connection with "A Family/Home life" or "B Food, clothing, and housing in life". Furthermore, regarding a , commodities/services and consumer damages shall be dealt with in connection with hands-on consumption behavior. Regarding (a), ①, contacts among three parties such as credit shall also be dealt with.
- (3) Regarding teaching such as practical training, the following shall be considered.
- a Full attention shall be paid to safety and hygiene with consideration to safety management of the facilities/equipment, by arranging learning environments and providing thorough instruction on accident instruction on accident prevention which takes note of handling of things like fire, tools, and materials. In doing so, students shall dress appropriately and maintain and store tools properly by paying attention to hygiene.
  - b Teaching relating to food shall contribute to enrichment of food education in accordance with the characteristics of Home Economics.
  - c Regarding learning outside schools such as contact with infants and elderly people, 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.
  - d 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 point of view/way of thinking of communication by means of foreign languages, through language activities of listening, reading, speaking, and writing by foreign languages, efforts shall be made as follows to foster the qualities/abilities as the foundation of communication for the students.

- (1) Each school shall enable students to become aware of the difference between Japanese and foreign languages regarding sounds and characters, vocabularies, expressions, and functions of foreign languages etc., to become familiar with reading and writing and to acquire basic skills that they can make use of upon

actual communication by listening, reading, speaking, and writing.

- (2) Each school shall enable students to foster the fundamental ability to communicate their thoughts and feelings with each other in accordance with the purposes and scenes and situations etc., by listening to and speaking about familiar and simple matters and reading and writing while imagining the matters that represent foreign languages with which they have completely familiar by means of sounds.
- (3) Each school shall enable students to deepen understanding of the background culture of foreign languages and to cultivate the attitude to independently communicate by using foreign languages while paying special attention to others.

## 2 Objectives and contents for each stage

### ○1st stage

#### (1) Objectives

- a Each school shall enable students to become aware of the difference between Japanese and foreign languages regarding sounds and characters, vocabularies, expressions, and functions etc., to become familiar with reading and writing and to acquire basic skills that they can make use of upon actual communication, mainly for listening, reading, speaking, and writing.
- b Each school shall enable students to foster the fundamental ability to communicate their thoughts and feelings with each other in accordance with the purposes and scenes and situations etc., by listening to and speaking about familiar and simple matters and reading while imitating foreign languages with which they have completely familiar by means of sounds and writing by tracing the characters of foreign languages.
- c Each school shall enable students to understand the background culture of foreign languages and to cultivate the attitude to independently communicate by using foreign languages while paying special attention to other parties.

#### (2) Contents

[English]

[Knowledge and skills]

##### a 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 enable students to be aware of the differences from Japanese language regarding sounds and simple words and basic expressions of English.
  - Ⓐ To enable students to be aware of the differences from Japanese sounds and characters by speaking after listening to the sounds of English and reading and writing English by looking at the characters.
  - Ⓑ To enable students to be aware that the sounds and characters of English also have the functions to represent the contents of objects and to convey important matters.
  - Ⓒ To enable students to be aware that they can convey the important matters to other parties by recognizing the contents represented by simple words and basic expressions and making use of them.

[Ability to think, to make decisions, and express themselves etc.]

##### b Matters relating to formulate thoughts while organizing information, to express in English, communicate with each other

Through establishing matters relating to formulating thoughts while organizing information, expressing, and communicating with each other in English, and detailed subjects etc. and expressing such matters and subjects etc., each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to communicate simple matters with each other after organizing the contents to be conveyed, by using simple words etc.
- (b) To enable students to read and write while imagining the matters represented by simple words with which they have completely familiar by means of sounds.
- c Matters relating to language activities and functions of language
  - ① Matters relating to language activities
 

The matters indicated in b shall be taught, for example, through language activities as follows by making use of the matters indicated in a .

    - (a) Listening
      - Ⓐ Activities to connect the simple matters relating to students themselves with the illustrations and photographs by listening to simple words and basic expressions.
      - Ⓑ Activities to listen to detailed information relating to hands-on and simple matters while referring to indications, such as expressions to represent dates and time, and prices etc.
    - (b) Speaking [presentation]
      - Ⓐ Activities to introduce students themselves including their habits and things that they are good at, by making use of simple words and basic expressions.
    - (c) Speaking [exchange]
      - Ⓐ Activities to exchange greetings and accept and reject in response to simple indications and requests.
    - (d) Writing
      - Ⓐ Activities to write by distinguishing between capital letters and small letters in block letters.
      - Ⓑ Activities to copy simple words with which they have completely familiar by means of sounds regarding hands-on and simple matters with the purposes such as conveying other parties.
      - Ⓒ Activities to copy the words with which they have completely familiar by means of sounds regarding hands-on and simple matters with the purposes such as conveying other parties.
    - (e) Reading
      - Ⓐ Activities to identify the letters and if such letters are capital ones or small ones by looking at the letters written in print letters.
      - Ⓑ Activities to pronounce by looking at the letters written in print letters.
  - 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
      - Ⓐ Situations where fixed expressions are often used:
        - Greetings
        - Self-introductions
        - Shopping
        - Having meals
        - Asking and giving directions
        - Traveling etc.
      - Ⓑ Situations relating to students' everyday lives
        - Learning and activities in schools
        - Home lives
        - Local lives etc.
    - (b) Examples of functions of language
      - Ⓐ Facilitating communication:

- Greetings
- Addressing
- Giving nods
- Asking for repetition etc.
- ② Expressing emotions:
  - Expressing gratitude
  - Praising
  - Apologizing etc.
- ③ Transmitting facts/information:
  - Explaining
  - Reporting
  - Presenting etc.
- ④ Expressing opinions and intentions:
  - Giving opinions
  - Agreeing
  - Accepting
  - Refusing etc.
- ⑤ Stimulating a communication partner into action
  - Asking questions
  - Requesting
  - Giving orders etc.

[Other foreign languages]

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

○2nd stage

(1) Objectives

- a Each school shall enable students to become aware of the difference between Japanese and foreign languages regarding sounds and characters, vocabularies, expressions, and functions etc., to become familiar with reading and writing and to acquire basic skills that they can make use of upon actual communication, mainly for listening, reading, speaking, and writing.
- b Each school shall enable students to foster the fundamental ability to communicate their thoughts and feelings with each other in accordance with the purposes and scenes and situations etc., by listening to and speaking about familiar and simple matters and reading and writing while imagining foreign languages with which they have completely familiar by means of sounds and writing by tracing the characters of foreign languages.
- c Each school shall enable students to understand the background culture of foreign languages and to cultivate the attitude to independently communicate by using foreign languages while paying special attention to others

(2) Contents

[English]

[Knowledge and skills]

a 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 enable students to be aware of the differences from Japanese language regarding sounds and simple words and basic expressions of English.
  - ① To enable students to be aware of the differences from Japanese sounds and characters by speaking after listening to the sounds of English and reading and writing simple words.
  - ② To enable students to be aware that the sounds and characters of English

also have the functions to represent the contents of objects and to convey important matters.

- ③ To enable students to be aware that they can convey the important matters to other parties by recognizing the contents represented by simple words and basic expressions and making use of them.

[Ability to think, to make decisions, and express themselves etc.]

- b Matters relating to formulate thoughts while organizing information, to express in English, communicate with each other

Through establishing matters relating to formulating thoughts while organizing information, expressing, and communicating with each other in English, and detailed subjects etc. and expressing such matters and subjects etc., each school shall teach the contents in order that the students can acquire the following matters.

- (a) To enable students to communicate familiar and simple matters with each other after organizing the contents to be conveyed, by using simple words and basic expressions etc.
- (b) To enable students to read and write while imagining the matters represented by familiar and simple words with which they have completely familiar by means of sounds.

- c Matters relating to language activities and functions of language

- ① Matters relating to language activities and functions of language

The matters indicated in b shall be taught, for example, through language activities as follows by making use of the matters indicated in a .

- (a) Listening

- ① Activities to connect the familiar and simple matters relating to students themselves and school lives with the illustrations and photographs by listening to simple words and basic expressions.
- ② Activities to listen to detailed information relating to hands-on and simple matters while referring to indications, such as expressions to represent dates and time, and prices etc.
- ③ Activities to listen to necessary information relating to short conversation and explanation spoken by using simple words and basic expressions regarding familiar and simple matters, such as friends and families, and school lives, while referring to illustrations and photographs.

- (b) Speaking [presentation]

- ① Activities to speak students' own thoughts and feelings regarding familiar and simple matters by making use of simple words and basic expressions.

- (c) Speaking [exchange]

- ① Activities to convey students' own thoughts and feelings regarding familiar and simple matters.

- (d) Writing

- ① Activities to copy the words with which they have completely familiar by means of sounds etc. regarding familiar and simple matters. With the purpose to communicate with other parties
- ② Activities to copy the simple words with which they have completely familiar by means of sounds etc. regarding familiar and simple matters.

- (e) Reading

- ① Activities to obtain necessary information for students themselves from bulletins and pamphlets that contain familiar and simple matters relating to their daily lives.
- ② Activities to identify the simple words with which they have completely

familiar by means of sounds etc. from illustrated books etc.

② Matters relating to functions of language

Upon performing the language activities of 2<sup>nd</sup> stage, based on the functions of language of 1<sup>st</sup> stage, each shall take up language-use situations and functions of language in accordance with students' learning situations.

[Other foreign languages]

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

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) Upon preparing instruction plan, 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 artistic point of view/way of thinking 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 Objectives for the Subject of foreign language over the period of three years by setting appropriate teaching Objectives.
- 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 Subject Areas etc. and devising to connect with the contents of matters dealt with school events.
- e Upon preparing teaching planning and implementing classes, each school shall make efforts to enhance teaching systems, 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) Upon handling 2 Contents of each stage, the following matter shall be considered.

- a Regarding teaching materials for foreign languages, each school shall take up familiar 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 matters indicated in c , ② of 1<sup>st</sup> stage shall be taught in 2<sup>nd</sup> stage as well.
- 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.

[ Information ]

1 Objectives

By utilizing point of view/way of thinking of information, while aiming at learning operation of familiar information devices, through the learning activities to solve problems, by recognizing such problems, appropriately and effectively making use of information and information technology toward solution of problems, each school shall make efforts to foster qualities/abilities as follow in order to independently participate in information society.

- (1) To enable students to recognize familiar information and information technologies, to recognize the problems by making use of such information and information technologies, to understand ways to solve problems, to acquire fundamental skills and to understand relation between information society and people.
- (2) To enable students to grasp familiar phenomena and information and the connection between such phenomena and information, to recognize the problems and to cultivate the ability to appropriately and effectively making use of information and information technology necessary for solving problems.
- (3) To enable students to cultivate the attitude to participate in information society as well as to appropriately make use of familiar information and information technology.

## 2 Objectives and contents for each stage

### ○1st stage

#### (1) Objectives

- a To enable students to know effective communication methods and utilization of computers and data around them, to acquire fundamental skills and to know relationship between information society and people.
- b To enable students to regard information and its connection as familiar phenomena and to cultivate abilities to make use of information and information technology necessary to solve problems.
- c To enable students to cultivate the attitude to connect with information society as well as to make use of familiar information and information technology.

#### (2) Contents

##### A Information society and solving problems

Trough activities to know the problems by making use of familiar information and information technology, paying attention to the methods to solve such problems, and moving towards solutions, each school shall teach the contents in order that the students can acquire the following matters.

- a Each school shall help the students acquire the following knowledge and skills.
  - (a) To enable students to know basic characteristics of familiar information and media and basic application, operation methods and mechanism of information devices such as computers etc., to recognize the problems by making use of information and information technology and to acquire the methods to solve such problems.
  - (b) To enable students to recognize familiar and fundamental laws and rules and systems, significance of information security, individual responsibilities, and information morals in information society.
  - (c) To enable students to recognize the roles that familiar information technologies play for people and society and their impacts.
- b Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
  - (a) To enable students to recognize the problems by making use of information and information technology and to consider methods to solve such problems, in accordance with purposes and situations.
  - (b) To enable students to consider familiar and fundamental laws and rules and

systems and meaning of manners relating to information, the roles played by individuals in information society and their responsibilities and information morals.

- (c) To enable students to consider utilization of information and information technologies around them.

B Communication and information design

Focusing on familiar media and communication methods and information design, through the activities to convey information clearly to the recipients in accordance with purposes and situations, each school shall teach the contents in order that the students can acquire the following matters.

- a Each school shall help the students acquire the following knowledge and skills.
  - (a) To enable students to recognize the basic characteristics of familiar media and basic features of communication methods with consideration to their transition.
  - (b) To enable students to recognize the roles that familiar information design plays on people and society.
  - (c) To enable students to recognize basic ideas and methods of information design to perform effective communication from their familiar information design, and to acquire basic skills to express themselves.
- b Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
  - (a) To enable students to consider the relationship between familiar media and communication methods.
  - (b) To enable students to explore information design suitable for conveying necessary information, in accordance with communication purposes.
  - (c) To enable students to devise expression methods based on fundamental thoughts and methods for information design in order to perform effective communication.

C Making use of information communication network and data

Through activities to focus on data distributed through information communication network, to make use of services provided by information communication network and information system, to recognize problems and to move toward solving such problems, each school shall teach the contents in order that the students can acquire the following matters.

- a Each school shall help the students acquire the following knowledge and skills.
  - (a) To enable students to recognize basic methods to secure basic mechanism of information communication network and information security.
  - (b) To enable students to recognize basic methods to store, manage and provide familiar data, basic mechanism and features relating to provision of services through information system via information communication network.
  - (c) To enable students to recognize basic ways of representation to express and store data and basic methods to collect and organize data and to acquire fundamental skills.
- b Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
  - (a) To enable students to consider basic methods to secure information security in information communication network.
  - (b) To enable students to consider the use of services provided by information system.
  - (c) To enable students to appropriately select and carry out basic methods to collect and organize data and expressions of their results.

○2nd stage

(1) Objectives

- a To enable students to understand effective communication methods and utilization of computers and data around them, to acquire fundamental skills and to understand relationship between information society and people.
- b To enable students to regard information and its connection as familiar phenomena and to cultivate abilities to appropriately and effectively make use of information and information technology necessary to solve problems.
- c To enable students to cultivate the attitude to participate in information society as well as to appropriately make use of familiar information and information technology.

(2) Contents

A Information society and solving problems

Trough activities to know the problems by making use of familiar information and information technology, paying attention to the methods to solve such problems, and moving towards solutions, each school shall teach the contents in order that the students can acquire the following matters.

- a Each school shall help the students acquire the following knowledge and skills.
  - (a) To enable students to take into account basic characteristics of familiar information and media and basic application, operation methods and mechanism of information devices such as computers etc., to recognize the problems by making use of information and information technology and to acquire the methods to solve such problems.
  - (b) To enable students to understand familiar and fundamental laws and rules and systems, significance of information security, individual responsibilities, and information morals in information society.
  - (c) To enable students to fundamentally understand the roles that familiar information technologies play for people and society and their impacts.
- b Each school shall help the students acquire the ability to think, to make decisions, to represent etc.
  - (a) To enable students to recognize the problems by appropriately and effectively making use of information and information technology and to consider methods to solve such problems, in accordance with purposes and situations
  - (b) To enable students to consider familiar and fundamental laws and rules and systems and meaning of manners relating to information, the roles played by individuals in information society and their responsibilities and information morals by grasping their background.
  - (c) To enable students to consider appropriately and effective utilization of information and information technologies around them and desirable society.

B Communication and information design

Focusing on familiar media and communication methods and information design, through the activities to convey information clearly to the recipients in accordance with purposes and situations, each school shall teach the contents in order that the students can acquire the following matters.

- a Each school shall help the students acquire the following knowledge and skills.
  - (a) To enable students to recognize the basic characteristics of familiar media and basic features of communication methods with consideration to their transition.
  - (b) To enable students to understand the roles that familiar information design



foundation of learning has been fostered from cross-curriculum viewpoints in the Subject Areas etc. from lower secondary department and lower secondary schools, each school shall make efforts to connect the subject with other Subject Areas etc. in order that students can take advantage of and enhance their ability to make use of information in learning of other Subject Areas.

- c In the case of establishing Subject Area of information, in accordance with the situations of students' disabilities and actual state, each school shall aim at realization of the Objectives for Subject Area of information over the period of three years by appropriately establishing teaching Objectives.
  - d Each school shall make efforts to connect the contents with the ones of Subject Areas of Social Studies, mathematics, and vocation. Additionally, attention shall be paid in order that harmonious teaching in line with the Objectives of Subject Areas will be provided.
- (2) Upon handling 2 Contents of each stage, the following matter shall be considered.
- a To make efforts to foster basic abilities to confirm reliability and authenticity and to foster information morals such as making use of intellectual properties and protection of personal data.
  - b Each school shall enable students to actively take up practical training that make use of computers and information communication network in line with purposes and contents etc. In doing so, each school shall organize necessary information devices and network environment and select appropriate software and external devices etc. in accordance with coherence of the contents and learning activities, the actual state of schools and students.
  - c Each school shall make efforts to enhance language activities such as explaining and describing what students think and research in the process of recognizing problems by making use of information and information technologies and solving such problems in order to foster abilities to think, make decisions and express themselves etc.
  - d Upon carrying out learning by making use of information devices, attention shall be paid to the operating time etc. of lighting and computers. Additionally, consideration shall be given in order that students can take care of themselves and acquire desirable habits.
  - e Regarding specific examples and educational materials etc., each school shall adopt the ones deeply related to their lives. Additionally, each school shall make efforts to review such examples, materials/tools etc. as required corresponding to development of information technologies.
  - f "A. Information society and solving problems" shall be positioned as introduction of this Subject Area and consideration shall be given to the relationship with "B. Communication and information design", "C. Making use of information communication network and data".
  - g Activities to operate familiar information devices and to secure information security shall be to the contents of a, a) and b. b) of "C. Making use of information communication network and data".

## Subsection 2 Objectives and Contents of Subject Areas Mainly Established in Subject Areas Mainly Established in Special Subjects

### [ Domestic Science ]

#### 1 Objectives

By utilizing point of view/way of thinking of industry relating to home life and implementing practical/experiential learning activities, efforts shall be made as follows to foster the qualities/abilities necessary as workers that contribute to improvement of

quality of life and development of society.

- (1) To enable students to understand the matters relating to consumer goods industry and to acquire relevant techniques.
- (2) To enable students to find problems relating to consumer goods industry and to foster the ability based on sense of ethics necessary for professionals.
- (3) To enable students to foster rich humanity necessary as professionals, to learn in a self-motivated manner aiming at constructing better society and to cultivate attitude to work on social contribution independently and cooperatively.

## 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Outline of consumer goods industry
  - a Meaning and roles of consumer goods industry
  - b Basis of consumer goods industry
  - c Handling of tools and machines, and information devices such as computers etc. to be used
- (2) Clothing
  - a Functions and fundamental structure of clothes
  - b Process of clothe making
- (3) Cleaning
  - a Kinds and characteristics of cleaning
  - b Process of cleaning
- (4) Handcraft
  - a Kinds and characteristics of handcraft
  - b Making relating to embroidery, knitting, dyeing, texture, and other handcrafts
- (5) Cooking
  - a Kinds and characteristics of food
  - b Nutrition and nutrients
  - c Hygiene management in cooking
  - d Process of cooking
- (6) Housing
  - a Function of houses and indoor environment
  - b Management of houses
  - c Interior
- (7) Childcare
  - a Development and life of children
  - b Relationship with children
- (8) Home nursing
  - a Prevention of diseases and disease state
  - b Meal and excretion, clothing life and help for movement

## 3 Designing teaching plans and dealing with the contents

- (1) Upon preparing instruction plan, the following shall be considered.
  - a Anticipating cohesiveness of the contents such as unit or theme etc. and time, in doing so, 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 point of view/way of thinking of industry relating to life, each school shall make efforts to enhance

- practical/experiential learning activities.
- b Each school shall devise to actively utilize the lecturer working as a member of society while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and medical institutions etc.
  - c Regarding the contents of〔teaching items〕, the experiments/practical training shall be appropriately adopted.
- (2) Upon handling 2 Contents of each stage, the following matter shall be considered.
- a Regarding〔teaching items〕(2) to (8), one or more items shall be able to be dealt with by selecting from them in accordance with the actual state of students and local communities and the characteristics of Subject etc.
  - b Regarding〔teaching items〕(4), b, basic techniques shall be dealt with by selecting from embroidery, knitting, dyeing, texture and other handcrafts.
  - c Regarding〔teaching items〕(5), each school shall make efforts to enhance food education in accordance with the characteristics of Domestic Science. Additionally, attention shall be paid to safety/hygiene for the food used for practical training and consideration shall be given to food allergy.
  - d Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and chemicals etc., organizing learning environment, providing thorough instruction to prevent accidents.

## [ Agriculture ]

### 1 Objectives

By utilizing point of view/way of thinking of agriculture and implementing practical-/experiential learning activities, through agriculture and industries related to agriculture etc., efforts shall be made as follows to foster the qualities/abilities necessary as workers that contribute to sound and sustainable development of local communities and society.

- (1) To enable students to understand the matters related to agriculture and to acquire relevant techniques.
- (2) To enable students to find the problems related to agriculture and to cultivate the ability to solve such problems based on sense of ethics required for professionals.
- (3) To enable students to foster rich humanity necessary as professionals, to learn in a self-motivated manner aiming at constructing better society and to cultivate attitude to work on social contribution independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Outline of agriculture
  - a Meaning and roles of agriculture
  - b Basic of agriculture
  - c Handling of agricultural devices and agricultural machine
- (2) Cultivation and management of agricultural products
  - a Kinds and characteristics of crops
  - b Kinds and characteristics of vegetables
  - c Kinds and characteristics of fruits
  - d Kinds and characteristics of flowers
  - e Kinds and characteristics of trees

- f Process of cultivation and management
- (3) Rearing and management of agricultural livestock
  - a Kinds and characteristics of livestock
  - b Process of rearing and management
- (4) Processing and management of food
  - a Kinds and characteristics of food processing
  - b Process of food processing and management
- (5) Agriculture that make best use of local resources
  - a Characteristics of local resources
  - b Making use of local resources

### 3 Designing teaching plans and dealing with the contents

- (1) Upon preparing instruction plan, 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 agricultural point of view/way of thinking, each school shall make efforts to enhance practical/experiential learning activities.
  - b Each school shall devise to actively utilize the lecturer working as a member of society while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and industries etc.
  - c Upon teaching the contents of [teaching items] , the experiments/practical training shall be appropriately adopted.
- (2) Upon handling 2 Contents of each stage, the following matter shall be considered.
  - a Regarding [teaching items] (2) to (5), one or more items shall be able to be dealt with by selecting from them in accordance with the actual state of students and local communities and the characteristics of Subject etc.
  - b Regarding [teaching items] (2), fundamental cultivation management shall be dealt with by selecting from the same item (2) a to e .
  - c Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and chemicals etc., organizing learning environment, providing thorough instruction to prevent accidents.

## [ Industry ]

### 1 Objectives

By utilizing point of view/way of thinking of industry through implementing practical/experiential learning activities, through Monozukuri (manufacturing), efforts shall be made as follows to foster the qualities/abilities necessary as workers that contribute to sound and sustainable development of local communities and society.

- (1) To enable students to understand the matters related to industry and to acquire relevant techniques.
- (2) To enable students to find the problems related to industry and to cultivate the ability to solve such problems based on sense of ethics required for professionals.
- (3) To enable students to foster rich humanity necessary as professionals, to learn in a self-motivated manner aiming at constructing better society and to cultivate attitude to independently and cooperatively work on social contribution.

### 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

〔Teaching items〕

- (1) Outline of industry
  - a Meaning and roles of industry
  - b Basic of industry
  - c Handling of industrial tools and machines and equipment etc., and information devices such as computers etc. to be used
- (2) Wood processing product
  - a Kinds and characteristics of wood
  - b Operation of various kinds of tools and machines
  - c Process of producing wood products
- (3) Products by metal processing
  - a Kinds and characteristics of metal
  - b Operation of various kinds of metal products
- (4) Products by ceramic processing
  - a Kinds and characteristics of ceramics
  - b Operation of various kinds of tools and machines
  - c Process to produce ceramic products
- (5) Products by paper processing
  - a Kinds and characteristics of paper
  - b Operation of various kinds of tools and machines
  - c Process to produce paper products
- (6) Products by cloth processing
  - a Kinds and characteristics of cloth
  - b Operation of various kinds of tools and machines
  - c Process to produce cloth
- (7) Products by leather processing
  - a Kinds and characteristics of leather
  - b Operation of various kinds of tools and machines
  - c Process to produce leather products
- (8) Printing
  - a Kinds and characteristics of printing materials and printing methods
  - b Operation of various kinds of tools and machines
  - c Process of printing

### 3 Designing teaching plans and dealing with the contents

- (1) Upon preparing instruction plan, 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 industrial point of view/way of thinking, each school shall make efforts to enhance practical/experiential learning activities.
  - b Each school shall devise to actively utilize the lecturer working as a member of society while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and industries etc.
  - c Upon teaching the contents of〔teaching items〕, the experiments/practical training shall be appropriately adopted.

- (2) Upon handling 2 Contents of each stage, the following matter shall be considered.
- a Regarding〔teaching items〕 (2) to (8), one or more items shall be able to be dealt with by selecting from them in accordance with the actual state of students and local communities and the characteristics of Subject etc.
  - b Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and chemicals etc., organizing learning environment, providing thorough instruction to prevent accidents. Additionally, In addition, attention shall be fully paid for exhaust air, waste material and waste liquid treatment.

## [ Distribution and Service ]

### 1 Objectives

By utilizing point of view/way of thinking of Distribution and Service through implementing practical/experiential learning activities, through Distribution and Service industry, efforts shall be made as follows to foster the qualities/abilities necessary as workers that contribute to sound and sustainable development of local communities and society.

- (1) To enable students to understand the matters related to Distribution and Service and to acquire relevant techniques.
- (2) To enable students to find the problems related to Distribution and Service industry and to cultivate the ability to solve such problems based on sense of ethics required for professionals.
- (3) To enable students to foster rich humanity necessary as professionals, to learn in a self-motivated manner aiming at constructing better society and to cultivate attitude to work on social contribution independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕 in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Outline of Distribution and Service industry
  - a Meaning and roles of Distribution and Service industry
  - b Basic of Distribution and Service industry
  - c Handling of business machines, machines and tools, and information devices such as computers etc.
- (2) Commodity management
  - a Contents and characteritics of commodity management tasks
  - b Commodity management methods
- (3) Sales
  - a Contents and characteritics of sales tasks
  - b Sales methods
- (4) Cleaning
  - a Contents and characteritics of cleaning tasks
  - b Cleaning methods
- (5) Office work
  - a Contents and characteritics of office work
  - b Methods of paperwork processing

### 3 Designing teaching plans and dealing with the contents

- (1) Upon preparing instruction plan, 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 point of view/way of thinking of Distribution and Service, each school shall make efforts to enhance practical/experiential learning activities.

- b Each school shall devise to actively utilize the lecturer working as a member of society while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and industries etc.
  - c Upon teaching the contents of〔teaching items〕, the experiments/practical training shall be appropriately adopted.
- (2) Upon handling 2 Contents of each stage, the following matter shall be considered.
- a Regarding〔teaching items〕(2) to (5), one or more items shall be able to be dealt with by selecting from them in accordance with the actual state of students and local communities and the characteristics of Subject etc.
  - b Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and chemicals etc., organizing learning environment, providing thorough instruction to prevent accidents. Additionally, attention shall be fully paid for exhaust air, waste material and waste liquid treatment.

## [ Welfare ]

### 1 Objectives

By utilizing point of view/way of thinking of welfare, through implementing practical-/experiential learning activities, through welfare work, efforts shall be made as follows to foster the qualities/abilities necessary as workers that contribute to sound and sustainable development of local communities and society.

- (1) To enable students to understand the matters related to welfare and to acquire relevant techniques.
- (2) To enable students to find the problems related to welfare and to cultivate the ability to solve such problems based on sense of ethics required for professionals.
- (3) To enable students to foster rich humanity necessary as professionals, to learn in a self-motivated manner aiming at constructing better society and to cultivate attitude to work on social contribution independently and cooperatively.

### 2 Contents

Each school shall provide the following〔teaching items〕in order that the students can acquire the qualities/abilities indicated in 1.

#### 〔Teaching items〕

- (1) Outline of social welfare
  - a Meaning and roles of social welfare
  - b Basic of social welfare service
  - c Assistive devices and tools, and information devices such as computers etc.
- (2) Nursing-care/welfare service
  - a Tasks of nursing-care
  - b Basic of nursing-care
- (3) People in need of nursing care
  - a Understanding of mind and body
  - b Understanding of people in need of nursing care
- (4) Techniques for life support
  - a Contents of life support

- b Practice of life support
- 3 Designing teaching plans and dealing with the contents
- (1) Upon preparing instruction plan, 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 point of view/way of thinking of welfare, each school shall make efforts to enhance practical/experiential learning activities.
    - b Each school shall devise to actively utilize the lecturer working as a member of society while positively adopting practical learning activities and work experience activities through collaboration/exchanges with the regions and industries etc.
    - c Upon teaching the contents of〔teaching items〕, the experiments/practical training shall be appropriately adopted.
  - (2) Upon handling 2 Contents of each stage, the following matter shall be considered.
    - a Regarding〔teaching items〕(2) to (4), one or more items shall be able to be dealt with by selecting from them in accordance with the actual state of students and local communities and the characteristics of Subject etc.
    - b Upon implementing experiments/practical training, sufficient attention shall be paid to safety and hygiene, in accordance with the relevant laws and regulations, with consideration to safety management of facilities/equipment and chemicals etc., organizing learning environment, providing thorough instruction to prevent accidents.

### Subsection 3 Designing Teaching Plans across Subjects and Dealing with The Contents

- 1 Upon preparing instruction plan, while considering the state of intellectual disabilities of individual students, chronological age, learning situations and experience etc., based on the Objectives and contents of Subject Areas of Subsection 1 and 2, over the period of three years, detailed teaching Objectives and teaching contents shall be established based on the entire instruction plan.
- 2 In line with the actual state of individual students, each school shall devise effective teaching methods as well as teaching according each Subject Area by combining Subject Activities and Jiritsukatsudo, as necessary. In doing so, by clarifying the qualities/abilities to be fostered in Subject Areas etc., full consideration shall be given to relationship among the contents of teaching of Subject Areas etc.
- 3 In line with the actual state of individual students, each school shall devise 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 Objectives of Moral education indicated in Chapter 1, Section 2, Subsection 1, 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 Subject Areas.
- 5 Attention shall be paid to safety and hygiene such as organizing learning environment according to the actual state of students.
- 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 students.
- 7 Aiming at collaboration between schools and homes and relevant organizations etc., by mutually sharing the learning process of students, 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 students' 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.

The Objectives for Period for Inquiry-Based Cross-Disciplinary Study and the Objectives and the contents established in schools and teaching planning shall be prepared and their contents shall be dealt with as follows, other than in the same manner as the ones indicated in the National Curriculum Standard for Upper Secondary School, Chapter 4.

- 1 With full consideration to the state of students' disabilities and the stage of development 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, based on learning up to lower secondary department or lower secondary school, consideration shall be given in order that students can cultivate relationship and experience joint activities and learning with upper secondary school students etc.
- 3 In 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 Subject Areas etc., by concretely establishing the teaching contents, consideration shall be given in order that students can independently solve the problems.

The Objectives for Tokkatsu (Student-Led Activities) and the Objectives and the contents of activities/school events and teaching planning shall be prepared and their contents shall be dealt with as follows, other than in the same manner as the ones indicated in the National Curriculum Standard for Upper Secondary School, Chapter 5.

- 1 Upon preparing teaching plan, 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 upper secondary school students 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 and experience etc., each school shall make efforts to appropriately determine important points, substantiate the teaching contents etc.

### Subsection 1 Objectives

Each 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.

### Subsection 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 feelings
- (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

Subsection 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 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 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 student appropriately.
  - (2) To consider relations between problems that shall be taught as a result of assessment of the actual state of 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 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 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 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 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 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 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 student appropriately.
  - (5) To make efforts to maintain close relation to teaching of Subject Areas/Subjects, foreign language activities, the Period for Inquiry-Based Cross-Disciplinary Study and Tokkatsu(Student-Led Activities) (Upon Special needs education schools that

provide education for students with intellectual disability, Subject Areas, Moral Education, The Period for Inquiry-Based Cross-Disciplinary Study 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 student and promote motivated activities.
- 4 For 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 student and provide systematic teaching. In doing so, to make efforts to aim at fostering each 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 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.

### Supplementary Provisions

This Public Notice shall come into effect as of April 1, 2022. However, it shall be applied from certification of completion of the education curriculum and all the courses relating to the students who enter the first grade of upper secondary department of the special needs education schools on and after the said date.