

# Elementary School Curriculum Guidelines

(Heisei 29/2018 revision)

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**Fundamental Law of Education**  
**Act No. 120 of December 22, 2006**

We, the Japanese people, wishing to further develop the democratic and cultural state we have built through tireless efforts, also hope to contribute to world peace and to improving the welfare of humanity.

To realize these ideals, we will implement education that values the dignity of the individual, that endeavors to cultivate a people rich in humanity and creativity who long for truth and justice and who honor the public spirit, that passes on traditions, and that aims to create a new culture.

We hereby enact this Act, in accordance with the spirit of the Constitution of Japan, in order to establish the foundations of education and promote an education that opens the way to our country's future.

**Chapter I Aims and Principles of Education**

Aims of Education

Article 1

Education must be provided with the aim of fully developing the individual character, as we endeavor to cultivate a people that is sound in mind and body and imbued with the qualities that are necessary in the people who make up a peaceful and democratic nation and society.

Objectives of Education

Article 2

To realize the aforementioned aims, education is to be provided in such a way as to achieve the following objectives, while respecting academic freedom:

- (i) having students acquire wide-ranging knowledge and culture, fostering the value of seeking the truth, and cultivating a rich sensibility and sense of morality as well as building the health of the body;
- (ii) 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 one's everyday life and fostering the value of respect for hard work;
- (iii) 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, in the public spirit;
- (iv) fostering the values of respecting life, caring about nature, and desiring to contribute to the preservation of the environment; and

(v) fostering the value of respect for tradition and culture and love of the country and regions that have nurtured us, 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.

#### Concept of Lifelong Learning

##### Article 3

A society must be brought into being in which the people can continue to learn throughout their lives, on all occasions and in all places, and in which they can suitably apply the outcomes of their lifelong learning to refine themselves and lead fulfilling lives.

#### Equal Opportunity in Education

##### Article 4

(1) The people must be given equal opportunities to receive an education suited to their abilities, and must not be subjected to discrimination in education on account of race, creed, sex, social status, economic position, or family origin.

(2) The national and local governments shall provide the necessary educational support to ensure that persons with disabilities receive an adequate education in accordance with their level of disability.

(3) The national and local governments shall take measures to provide financial assistance to those who, in spite of their abilities, encounter difficulties in receiving education for economic reasons.

### **Chapter II Fundamentals Concerning the Provision of Education**

#### Compulsory Education

##### Article 5

(1) The people are obligated to have the children who are under their protection receive a general education pursuant to the provisions of other Acts.

(2) The general education that is provided in the form of compulsory education is to be provided with the aim of cultivating the foundations for an independent life within society while developing the abilities of each individual, and also with the aim of fostering the basic qualities that are necessary in the people who make up our nation and our society.

(3) In order to guarantee the opportunity for compulsory education and ensure adequate standards, the national and local governments are responsible for implementing compulsory education through appropriate role sharing and mutual cooperation.

(4) No tuition fees are charged for compulsory education in schools established by the national and local governments.

#### School Education

##### Article 6

- (1) The schools prescribed by law are of a public nature, and only the national and local governments and the juridical persons prescribed by law may establish them.
- (2) In order to fulfill the objectives of education, the schools referred to in the preceding paragraph shall provide a structured education, in an organized way that is suited to the mental and physical development of the persons receiving that education. In this, education must be provided in a way that instills respect for the discipline necessary to manage school life in the persons receiving that education, and that emphasizes them strengthening their own motivation to learn.

## Universities

### Article 7

- (1) Universities, as the core of scholarly activities, are to contribute to the development of society by cultivating advanced knowledge and specialized skills, inquiring deeply into the truth to create new knowledge, and broadly offering the fruits of these endeavors to society.
- (2) University autonomy, independence, and other unique characteristics of university education and research must be respected.

## Private Schools

### Article 8

Taking into account the public nature of privately established schools and their important role in school education, the national and local governments shall endeavor to encourage private school education through subsidies and other appropriate means, while respecting school autonomy.

## Teachers

### Article 9

- (1) Teachers of the schools prescribed by law shall endeavor to fulfill their duties while remaining deeply conscious of the exalted nature of their calling and continuously devoting themselves to research and self-improvement.
- (2) In consideration of the importance of the calling and the duties of the teachers referred to in the preceding paragraph, the status of teachers must be respected, their fair and appropriate treatment ensured, and measures must be taken to improve their education and training.

## Education in the Family

### Article 10

- (1) Mothers, fathers, and other guardians, having the primary responsibility for their children's education, shall endeavor to teach them the habits necessary for life, encourage a spirit of independence, and nurture the balanced development of their bodies and minds.

(2) The national and local governments shall endeavor to take the necessary measures for supporting education in the family such as providing children's guardians with opportunities to learn and with information, while respecting family autonomy in education.

#### Early Childhood Education

##### Article 11

In consideration of the importance of early childhood education as a basis for the lifelong formation of one's character, the national and local governments shall endeavor to promote such education, by providing an environment that is favorable to the healthy growth of young children and by other appropriate means.

#### Social Education

##### Article 12

(1) The national and local governments shall encourage education that takes place within the community and society, in response to the demands of individuals and of the community and society as a whole.

(2) The national and local governments shall endeavor to promote social education by establishing libraries, museums, community halls, and other facilities for social education, by using school facilities, by providing opportunities to learn and relevant information, and in other appropriate ways.

#### Partnership and Cooperation among Schools, Families, and Local Residents

##### Article 13

Schools, families, local residents, and other relevant persons are to maintain an awareness of each of their roles and responsibilities regarding education, as well as endeavoring to develop partnerships among themselves and to cooperate with one another.

#### Political Education

##### Article 14

(1) The political literacy necessary for sensible citizenship must be valued in education.

(2) The schools prescribed by law shall refrain from political education in favor of or against any specific political party, and from other political activities.

#### Religious Education

##### Article 15

(1) Religious tolerance, general knowledge about religion, and the position of religion in social life must be valued in education.

(2) The schools established by the national and local governments shall refrain from religious education in favor of any specific religion, and from other religious activities.

### **Chapter III Educational Administration**

#### Educational Administration

##### Article 16

- (1) Education must not be subject to improper controls, and must be provided in accordance with this and other Acts; educational administration must be carried out in a fair and proper manner through appropriate role sharing and cooperation between the national and local governments.
- (2) The national government shall comprehensively formulate and implement educational measures in order to provide for equal opportunities in education and to maintain and increase educational standards throughout the country.
- (3) Local governments shall formulate and implement educational measures corresponding to regional circumstances in order to promote education in their regions.
- (4) The national and local governments shall take the necessary fiscal measures to ensure that education is provided smoothly and continually.

#### Basic Plan for the Promotion of Education

##### Article 17

- (1) In order to facilitate the comprehensive and systematic implementation of policies that promote education, the government shall formulate a basic plan covering basic principles, measures that must be taken, and any other necessary particulars of its policies to promote education, and shall report this plan to the Diet as well as making it public.
- (2) Local governments shall consult the plan set forth in preceding paragraph and endeavor to formulate a basic plan that corresponds to regional circumstances for the policies to promote education.

### **Chapter IV Enactment of Laws and Regulations**

##### Article 18

The necessary laws and regulations for implementing the provisions stipulated in this Act must be enacted.

## **School Education Law (Excerpt)**

**Act No. 26 of March 31, 1947 / Partial Revision Act No. 41 of May 31, 2018**

### **Chapter 2 Compulsory Education**

#### Article 21

General education conducted as compulsory education shall be conducted to achieve the following goals in order to achieve the purpose stipulated in Article 5, Paragraph 2 of the Fundamental Law of Education (Act No. 120 of 2006).

1. Promote social activities inside and outside the school, participate in the formation of society independently based on the spirit of independence, autonomy and cooperation, normative consciousness, fair judgment and the public spirit, and cultivate an attitude that contributes to its development.
2. Promote nature experience activities inside and outside the school, to cultivate a spirit of respect for life and nature, and an attitude that contributes to environmental conservation.
3. Provide instruction for a correct understanding of the current situation and history of Japan and its towns, respecting traditions and culture, cultivating an attitude of loving Japan and its towns that has nurtured them, and willingly respect other countries through an understanding of foreign cultures. Cultivate an attitude that contributes to the peace and development of the international community.
4. Develop a basic understanding and skills of family and family roles, clothing, food, housing, information, industry and other matters necessary for daily life.
5. Familiarize oneself with reading, develop the basic ability to correctly understand and use the national language necessary for daily life.
6. Develop the basic ability to correctly understand and process the quantitative relationships necessary for life.
7. Cultivate the basic ability to scientifically understand and process natural phenomena related to life through observations and experiments.
8. Cultivate the habits necessary for a healthy, safe and happy life; cultivate physical strength through exercise; and promote harmonious development of mind and body.
9. Cultivate a basic understanding and skills of music, art, literary arts and other arts that brighten and enrich life.
10. Develop the ability to choose a future career path according to basic knowledge and skills about the profession, attitude that values work, and individuality.

### **Chapter 4 Elementary Schools**

#### Article 29

The purpose of elementary schools is to provide basic education, which is conducted as compulsory education, according to the development of mind and body.

#### Article 30

- (1) Education in elementary schools shall be conducted to achieve the goals listed in each item of Article 21 to the extent necessary to achieve the purpose prescribed in the preceding Article.
- (2) In the case of the preceding paragraph, basic knowledge and skills will be acquired so that the foundation for lifelong learning will be cultivated, and the thinking ability, judgment ability, expressive ability, etc. necessary for solving problems by utilizing these will be acquired. Particular attention must be paid to developing abilities and developing an attitude of proactively engaging in learning.

#### Article 31

In elementary schools, in providing educational guidance to contribute to the achievement of the goals stipulated in paragraph 1 of the preceding article, children's experiential learning activities, especially social service experience activities such as volunteer activities, nature experience activities and other experience activities should be enhanced. In this case, sufficient consideration must be given to cooperation with social education-related organizations, other related organizations, and related organizations.

#### Article 32

The period of study for elementary school is six years.

#### Article 33

Matters concerning the curriculum of elementary schools shall be determined by the Minister of Education, Culture, Sports, Science and Technology in accordance with the provisions of Articles 29 and 30.

### **Chapter 8 Special Needs Education**

#### Article 81

- (1) In elementary schools, junior high schools, high schools and secondary schools, the Minister of Education, Culture, Sports, Science and Technology establishes education shall be provided to overcome learning or living difficulties due to disabilities for infants, children and students who fall under any of the following categories.
- (2) In elementary schools, junior high schools, senior high schools and other secondary education schools, it is possible to establish a special needs class for children and students who fall under any of the following categories:
  - a. Intellectually disabled
  - b. Physically disabled
  - c. Physically weak



- d. Weak eyesight
  - e. Hard of hearing
  - f. Other persons with disabilities who are appropriate to be educated in a special needs classes
- (3) At the schools prescribed in the preceding paragraph, special support classes may be set up or teachers may be dispatched to provide education to children and students who are undergoing medical treatment due to illness.

**Enforcement Regulations for the School Education Law**  
**Act No. 11 of May 33, 1947 / Partial Revision Act No. 20 of March 31, 2018**

**Chapter 4 Elementary School**

**Section 2 Curriculum**

Article 50

- (1) The elementary school curriculum includes Japanese, Social Studies, Math, Science, Life, Music, Art, Home Economics, Physical Education and foreign language subjects, special subjects such as morals, foreign language activities, general study time and special activities.
- (2) When organizing a private elementary school curriculum, religion may be added regardless of the provisions of the preceding paragraph. In this case, religion can replace morals, which is the special subject set forth in the preceding paragraph.

Article 51

Each subject in each grade of elementary school (excluding junior high school cooperation type elementary school prescribed in Article 52-2, paragraph 2 and junior high school attached elementary schools prescribed in Article 79-9, paragraph 2), the standard number of class hours for each of the subjects, morals, foreign language activities, comprehensive study time, and special activities, and the total number of class hours for each grade are as set forth in Attached Table 1.

Article 52

The curriculum of elementary schools shall be in accordance with the elementary school curriculum guidelines separately announced by the Minister of Education, Culture, Sports, Science and Technology as the standard of the curriculum, in addition to those specified in this section.

Article 53

In elementary school, if necessary, some subjects can be combined and taught.

Article 54

Each subject that is difficult for a child to take due to his or her physical and mental condition must be arranged to suit the child's physical and mental condition.

Article 55

If the Minister of Education, Culture, Sports, Science and Technology recognizes that it is particularly necessary to carry out research that contributes to the improvement of the curriculum of elementary schools, and that appropriate consideration is given to the education of children, the Minister of Education, Culture, Sports, Science and Technology may determine

that Article 50, Paragraph 1, Article 51 (for junior high school cooperation type elementary school, it corresponds to the junior high school attached type elementary school prescribed in Article 52-3, Article 79-9, Paragraph 2, Article 79-5, paragraph 1), Article 52, or Article 79-12 do not need to be followed.

#### Article 55-2

The Minister of Education, Culture, Sports, Science and Technology organizes a special education course that makes the best use of the characteristics of the elementary school or the area in order to carry out more effective education in light of the actual conditions of the elementary school or the area where the elementary school is located. In light of the Fundamental Law of Education (Act No. 120 of 2006) and the provisions of Article 30, Paragraph 1 of the School Education Law, etc., if it is deemed that it is appropriate and that it meets the standards set by the Minister of Education, Culture, Sports, Science and Technology as being given appropriate consideration for the education of children, Article 50, Paragraph 1, as separately provided by the Minister of Education, Culture, Sports, Science and Technology, Article 51 (For junior high school cooperation type elementary schools, Article 52-3, for junior high school side-by-side elementary schools prescribed in Article 79-9, paragraph 2, Article 79-10 it may not comply with all or part of the provisions of Article 79-5, paragraph 1) or Article 52, which are applied with modifications as necessary in (ii).

#### Article 56

In elementary school, it is necessary to organize and implement a special educational course that takes into consideration the actual situation for children who have been absent from elementary school for a considerable period of time and are considered to be absent due to difficulty in adapting to school life. If the Minister of Education, Culture, Sports, Science and Technology approves, Article 50, Paragraph 1, Article 51 (In the case of a junior high school cooperation type elementary school, Article 52-3, Article 52, Article 51), as separately determined by the Minister of Education, Culture, Sports, Science and Technology. In the case of an elementary school with a junior high school prescribed in Article 79-9, paragraph 2, the provisions of Article 79-5, paragraph 1) or Article 52, which apply with necessary modifications to Article 79-12.

#### Article 56-2

In elementary school, when educating children who do not understand Japanese and need to be given special guidance according to their ability to understand and use Japanese, the Minister of Education, Culture, Sports, Science and Technology separately determines that a special curriculum may be adopted in line with Article 50, paragraph 1 and Article 51 (for junior high school cooperation type elementary schools, the elementary school with junior high school prescribed in Article 52-3, Article 79-9, Paragraph 2), notwithstanding the provisions of Article

79-5, paragraph 1) and Article 52, which are applied with necessary modifications to Article 79-12.

#### Article 56-3

In the case of a special education course pursuant to the provisions of the preceding article, the principal shall take classes that the child has taken at another elementary school, the first half of the compulsory education school, or the elementary school of the special needs school, as determined by the installer. It can be regarded as a class related to the special educational course taken at the elementary school in which the student is attending.

#### Article 56-4

In elementary school, in the case where there is a need to educate those who have passed school age and need to give special guidance according to their age, experience, working conditions and other circumstances at night or at other special times, the Ministry of Education, Culture, Sports, Science and Technology can give special dispensation for a special curriculum, regardless of the stipulations in Article 50, paragraph 1 and Article 51 (for elementary schools in cooperation with a junior high school, Article 52-3, Article 79-9, Paragraph 2; for integrated elementary and junior high schools, Article 79-12 and Article 79-5), and Article 52.

### **Section 3 School Year and Days of Classes**

#### Article 61

Holidays at public elementary schools are as follows. However, except for the days listed in item 3, if the board of education or the local public organization that establishes the school (for an elementary school established by a public university corporation, the president of the public university corporation. The same shall apply in item 3.) deems necessary, this does not apply.

- a. Days prescribed in the Act on National Holidays (Act No. 178 of 1952)
- b. Saturdays and Sundays
- c. Days specified by the Board of Education pursuant to the provisions of Article 29, Paragraph 1 of the School Education Law Enforcement Ordinance

#### Article 62

Semesters and holidays at private elementary schools are determined by the operating rules of the school.

### **Chapter 8 Special Needs Education**

#### Article 118

Regarding the curriculum related to special needs classes in the first half of elementary school, junior high school, compulsory education school or secondary school, if there are particular

requirements for the school, a special curriculum may be adopted regardless of the stipulations in Article 50, paragraph 1 (including necessary modifications with regards to Article 79-6, paragraph 1), Article 51, Article 52 (including necessary modifications with regards to Article 79-6, paragraph 1), Article 52-3, Article 72 (including necessary modifications with regards to Article 79-6, paragraph 2 and Article 108, paragraph 1), Article 74, paragraph 3, Article 76, Article 79-5 (including necessary modifications with regards to Article 79-12) and Article 107 (including necessary modifications with regards to Article 117).

#### Article 140

In the first half of elementary school, junior high school, compulsory education school, or secondary school, children or students (excluding children and students in special needs classes) who have any of the disabilities a-h below can be offered a special educational course of study as stipulated by the Minister of Education, Culture, Sports, Science and Technology in line with Article 50, paragraph 1 (including necessary modifications with regards to Article 77-6, paragraph 1), Article 51, Article 52 (including necessary modifications with regards to Article 79-6, paragraph 1), Article 52-3, Article 72 (including necessary modifications with regards to Article 79-6, paragraph 2, and Article 108, paragraph 1), Article 73, Article 74 (including necessary modifications with regards to Article 79-6, paragraph 2 and Article 108, paragraph 1), Article 74-3, Article 76, Article 79-5 (including necessary modifications with regards to Article 79-12), Article 107 (including necessary modifications with regards to Article 107).

- a. Language-impaired
- b. Autism spectrum disorder
- c. Emotional disorder
- d. Weak eyesight
- e. Hard of hearing
- f. Learning disorder
- g. Attention-deficit hyperactivity disorder
- h. Other persons with disabilities who are appropriate to be educated in a special education course pursuant to the provisions of Article 141 In the case of a special education course pursuant to the provisions of the preceding Article, whereby the principal deems the child or student should an applicable special curriculum of study at elementary school, junior high school, integrated elementary and junior high school, compulsory education school, secondary school, or special needs school. Classes can be regarded as those related to the special education course taken in the first half of the elementary school, junior high school, compulsory education school, or secondary school.

#### **Supplementary**

This law will come into effect from April 1, 2020.

**Attached Table 1 (Related to Article 51)**

Category		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Classes per subject	Japanese	306	315	245	245	175	175
	S Studies			70	90	100	105
	Math	136	175	175	175	175	175
	Science			90	105	105	105
	Life	102	105				
	Music	68	70	60	60	50	50
	Art	68	70	60	60	50	50
	Home Ec					60	55
	PE	102	105	105	105	90	90
	2 <sup>nd</sup> Lang					70	70
Moral Studies		34	35	35	35	35	35
2 <sup>nd</sup> Lang Activities				35	35		
General Study Time				70	70	70	70
Special Activities		34	35	35	35	35	35
Total Classes		850	910	980	1015	1015	1015

Reference

1. One unit of class hours in this table shall be 45 minutes.
2. Class time for special activities shall be allocated to class activities (excluding those related to school lunch) as specified in the elementary school curriculum guidelines.
3. In the case of Article 50, paragraph 2, when religion is added in addition to morals, which is a special subject, the number of classes of religion can replace the class hours of morals.  
(The same shall apply in the cases of Attached Table 2 and Attached Table 4.)

## **CHAPTER 1 GENERAL PROVISIONS**

### **Section 1 Fundamentals of Elementary School Education and Role of the Curriculum**

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

2 In advancing school educational activities, each school should develop distinctive educational activities that make use of ingenuity through class improvement aimed at realizing proactive, interactive, and deep learning as shown in Section 3.1., with the aim to develop the ability of children to live by realizing the following items (1) to (3).

- (1) Make sure to acquire basic knowledge and skills, develop thinking ability, judgment ability, expressive ability, etc. necessary to solve problems, and cultivate an attitude towards independent learning, and strive to enhance education that encourages collaboration with diverse people by making the most of their individuality. At that time, in consideration of the stage of the child's development, the activities to lay the foundation for learning, such as the child's language activities, should be enhanced, and consideration should be given to establishing the child's learning habits while coordinating with the family.
- (2) Through moral education, hands-on activities, various expressions and appreciation activities, etc., strive to enhance education aimed at fostering a rich mind and creativity.

Moral education in schools is conducted throughout the school's educational activities, as a special subject. Not only morals, but also for each subject and foreign language activities, comprehensive and appropriate guidance should be given in consideration of the stage of development of the child according to the time of study and the characteristics of each special activity.

Moral education is the basis for thinking about one's own way of life, acting based on independent judgment, and living better with others as an independent person, based on the fundamental spirit of education stipulated in the Basic Act on Education and the School Education Law.

In advancing moral education, make use of the spirit of respect for human beings and awe for life in concrete lives at home, school, and other societies, have a rich heart, respect traditions and cultures, and nurture them. Show love for our country and our hometown, create a unique culture, respect the public spirit as a peaceful

and democratic nation and the former of society, strive for the development of society and nations, and respect other countries. Particular attention should be paid to contributing to the peace and development of the international community and the conservation of the environment, and to fostering independent Japanese citizens who will open up the future.

- (3) By appropriately providing guidance on physical education and health at school throughout educational activities, taking into consideration the stage of child development, enhance education aimed at realizing a healthy and safe life and a rich sports life. In particular, regarding the promotion of dietary education at school, the guidance on improving physical fitness, the guidance on safety, and the guidance on maintaining and improving physical and mental health, strive to provide activities and comprehensive study time not only during classes for physical education, home economics and extracurricular activities, but also within each subject, morals, and foreign language, etc. In addition, through such guidance, promote the practice of appropriate physical education and health-related activities in daily life while coordinating with homes and local communities, and cultivate the foundation for living a healthy, safe and energetic life.

3 In aiming to realize the matters listed in 2 (1) to (3) and to develop the ability to live for children who are expected to be the creators of a sustainable society with abundant creativity, the whole school education and educational activities will be enhanced while clarifying the kind of qualities and abilities to be developed through each subject, morals, foreign language activities, comprehensive study time, and guidance of special activities (hereinafter referred to as "each subject, etc." However, in the 3 (2) a and c of Section 2, special activities are limited to class activities (excluding those related to school lunch).) At that time, the following shall be realized without bias, taking into consideration the stage and characteristics of the child's development.

- (1) Ensure that knowledge and skills are acquired
- (2) Develop thinking ability, judgment ability, expressive ability, etc.
- (3) Cultivate the ability to learn and humanity.

4 At each school, the actual conditions of children, schools, and communities should be properly grasped, and the content of education necessary to realize the purpose and goals of education should be assembled from a cross-curriculum perspective, and the implementation status of the curriculum. Endeavor to evaluate and improve the quality of educational activities at each school (hereinafter referred to as "curriculum management").

## **Section 2 Organization of Curriculum**

### **1 Educational Objectives and Curriculum Organization of Each School**



In organizing the curriculum, while taking into account the qualities and abilities aimed to be developed through guidance in the entire school education and each subject, the educational goals of each school should be clarified, and the basic policy for the organization of the curriculum should be shared with families and the local community. At that time, the relationship with the goals set based on Chapter 5 General Study Time 2-1 shall be sought.

## 2 Fostering Qualities and Abilities from a Cross-Curricular Perspective

- (1) At each school, considering the stage of child development, it is necessary to develop qualities and abilities that are the basis of learning such as language ability, information utilization ability (including information ethics), problem finding/solving ability, etc. To be able to do so, the curriculum shall be organized from a cross-curricular perspective, making the best use of the characteristics of each subject.
- (2) At each school, take into consideration the actual conditions of children, schools, communities, and the stage of child development, and respond to contemporary issues aimed at realizing a prosperous life and overcoming disasters to form the next generation of society. The curriculum will be organized by taking advantage of the characteristics of each school so that the required qualities and abilities can be developed from a cross-curriculum perspective.

## 3 Common Points in Curriculum Organization

### (1) Handling of the Contents etc.

- a. Unless otherwise specified, the matters related to the contents of each subject, morals, foreign language activities and extracurricular activities shown in Chapter 2 and following chapters shall be handled at any school.
- b. If there is a particular need at school, content not shown in Chapter 2 and below can be added. In addition, among the handling of the contents shown in Chapter 2 and following chapters, the matters showing the range and degree of the contents indicate the range and degree of the contents to be instructed to all children, and at school. If there is a particular need, additional guidance can be given regardless of this matter. However, in these cases, do not deviate from the goals and contents of each subject, morals, foreign language activities and extracurricular activities shown in Chapter 2 and following chapters, or overburden the child.
- c. The order of the items listed in each subject, morals, foreign language activities, and extracurricular activities shown in Chapter 2 and following chapters does not indicate the order of instruction unless otherwise specified. Appropriate ingenuity shall be applied.
- d. The contents of the subjects and foreign language activities that are shown for two grades together are to be taught over the two grades. At each school, these matters will be systematically instructed in anticipation of two grades according to the actual

conditions of the child, school, and region, and unless otherwise specified, they will be divided into any grades with appropriate grade-level guidance.

e. If there is a particular need for a class organized of children from two or more grades at school, the goals and contents of each subject and morals course will be classified by grade within the range that does not interfere with the achievement of the goals of each subject and moral course.

f. The content of moral education conducted throughout the school's educational activities, which is based on the morals subject content shown in Chapter 3 Special Subject Morals, and in implementing it, the considerations regarding moral education shown in Chapter 6 shall be taken into consideration.

## (2) Handling of Class Hours, etc.

a. Classes in each subject should be planned to last 35 weeks or more per year (34 weeks for the first grade) so that the number of class hours per week does not overburden the child. However, schedules can be arranged according to the characteristics of each subject and learning activity for these classes to be held during a specific period, including in the case whereby class days are set during holidays such as summer, winter, and the end of the school year, if this is effective for the school.

b. Classes for special activities, children's association activities, club activities, and school events shall be allocated appropriate number of hours for each year, term, month, etc., depending on their contents.

c. The timetable for each school shall be appropriately organized based on the following matters.

(i) One unit session for each class of each subject, etc. should be appropriately set in consideration of the stage of child development and the characteristics of each subject, etc. and learning activities, while ensuring the annual number of class hours for each subject, etc. at each school.

(ii) When teaching a specific subject using a short time of about 10 to 15 minutes according to the characteristics of each subject, the teacher should consider the content and time of the unit, subject matter, etc. If a system is in place to responsibly determine the content of instruction and grasp and utilize the results of instruction, that time can be included in the annual number of classes for the subject.

(iii) The time for school lunches, breaks, etc. should be set appropriately by each school.

(iv) At each school, it is possible to be flexible with timetable organization to make use of ingenuity according to the actual conditions of children, schools, communities, subjects, and the characteristics of learning activities.

d. If the learning activities during the general study time can be expected to produce the same results as the implementation of each event listed in the school events for

extracurricular activities, these can be replaced with the implementation of each listed event.

(3) Matters to consider when creating a guidance plan, etc.

Each school shall make use of the school's ingenuity to create a harmonious and concrete teaching plan as a whole, while considering the following matters.

- a. Regarding the content of instruction in each subject, etc., while taking into account (1) a and looking at the content and time of the unit and subject matter, add appropriate ingenuity organization and emphasis to be able to provide effective guidance that fosters qualities and abilities through class improvement aimed at realizing proactive, interactive, and deep learning as shown in 1 of Section 3.
- b. Be able to provide systematic and developmental guidance by establishing relationships between each subject and each grade.
- c. Regarding the subjects and foreign language activities that show the contents of the grades together in the second grade, it is effective to try to teach step by step considering the stage of development of the child according to the actual situation of the child, school, and area in view of the relevant grade.
- d. In order to enhance the effectiveness of the instruction in consideration of the actual situation of the child, etc., proceed with the combined and related instruction while considering the stage of the child's development and the relevance of the instruction content.

4 Transitions Between School Grade Years, etc.

In organizing the curriculum, the transition between school grade years, etc. shall be planned while considering the following matters:

- (1) By devising guidance based on how we would like children to grow by the end of early childhood, conduct educational activities based on the qualities and abilities nurtured through early childhood education based on the kindergarten curriculum guidelines, etc., and enable children to take the initiative in learning while demonstrating themselves.

In addition, in the overall education in the lower grades, for example, the qualities and abilities to be nurtured in the life sciences to enrich independence and daily life can be utilized in the learning of other subjects, etc. Be proactive and devise ways to ensure a smooth connection with early childhood education and junior high school and beyond. In particular, at the beginning of elementary school, what was nurtured through play as a voluntary activity in early childhood should be smoothly connected to learning in each subject, etc. through ingenuity of instruction and creation of instruction plan such as setting of flexible instruction and timetable.

- (2) Based on the junior high school and the senior high school curriculum guidelines, devise ways to ensure a smooth transition to junior high school education and

subsequent education. In particular, at compulsory education schools, elementary schools linked to junior high schools, and elementary schools with junior high schools, a planned and continuous curriculum should be organized with a view to nine years of compulsory education.

### **Section 3 Curriculum Implementation and Evaluation of Learning**

#### **1 Class improvement for the realization of proactive, interactive and deep learning**

The following matters shall be taken into consideration when instructing each subject:

- (1) Endeavor to improve classes for the realization of children's independent, interactive and deep learning while looking at the content and time of the unit and subject matter so that the content of 3 (1)-(3) in Section 1 can be realized without bias.

In particular, utilize the knowledge and skills acquired in each subject, etc., and demonstrate thinking ability, judgment ability, expressive ability, learning ability, humanity, etc. by grasping and thinking about the things to be learned. However, keep in mind that the viewpoints and ways of thinking that capture things according to the characteristics of each subject will be trained, and while the children exercise their perspectives and ways of thinking according to the characteristics of each subject, scrutinize information to form ideas, find a problem and come up with a solution, and enhance learning with an emphasis on the process of creating based on thoughts and ideas.

- (2) In order to develop the language abilities shown in 2 (1) of Section 2, the necessary language environment should be prepared at each school, and the language activities of children should be enhanced according to the characteristics of each subject while requiring a Japanese language to be learned. At the same time, enhance reading activities as shown in (7) below.

- (3) In order to develop the information utilization (ICT) ability shown in 2 (1) of Section 2, each school should prepare the environment necessary to utilize information means such as computers and information communication networks, and conduct learning activities that appropriately utilize these. In addition, make appropriate use of teaching materials and teaching tools such as various statistical materials, newspapers, audiovisual materials, and educational equipment.

At the same time, the following learning activities should be systematically implemented according to the characteristics of each subject:

- a. Activities for children to learn basic operations of ICT, such as inputting characters on a computer.
  - b. Activities for children to acquire the logical thinking ability necessary to make a computer perform the intended processing while experiencing programming.
- (4) Incorporate activities in which children are aware of learning outcomes and can look

back on what they have learned.

- (5) Characteristics of each subject so that children can understand the finiteness of life, the importance of nature, the importance of taking on challenges independently and collaborating with various others. Emphasis is placed on hands-on activities according to the needs so that they can be carried out systematically and continuously in cooperation with homes and local communities.
- (6) Ingenuity should be devised to encourage independent and voluntary learning that makes the best use of children's interests, such as providing opportunities for children to select their own learning tasks and activities.
- (7) Systematically use the school library to utilize its functions and improve lessons for the realization of children's independent, interactive and deep learning, as well as children's voluntary learning and reading activities. In addition, actively utilize facilities such as local libraries, museums, art galleries, theaters, and concert halls, and enhance learning activities by collecting and appreciating information using materials from such facilities.

## 2 Enhancement of Learning Evaluation

The following items shall be taken into consideration when conducting learning evaluations.

- (1) Positively evaluate the good points and progress of children so that they can realize the significance and value of what they have learned. In addition, from the perspective of grasping the learning situation toward the realization of the goals of each subject, etc., the learning process and results are evaluated by devising evaluation criteria and methods while looking at the content and time of the unit and subject matter in order to improve teaching and motivation to learn, and utilize it for the development of qualities and abilities.
- (2) Promote systematic efforts to enhance the validity and reliability of learning evaluation through ingenuity, and ensure that children's learning outcomes are smoothly connected across grades and school stages.

## Section 4 Support for Child Development

### 1 Enrichment of Guidance to Support the Development of Children

The following matters shall be taken into consideration when organizing and implementing the curriculum.

- (1) As the basis of learning and life, improve class management on a daily basis in order to foster a relationship of trust between teachers and children and a better relationship between children. In addition, the development of children will be promoted mainly through both guidance and assistance in group situations and counseling that provides guidance and support for each individual's problems based

on the diverse actual conditions of each child. At the same time, devise guidance that makes the best use of the characteristics of the lower grades, middle grades, and upper grades of elementary school.

- (2) Deepen children's understanding so that they can realize themselves now, and in the future, while forming better relationships and living a meaningful and fulfilling school life while feeling their own presence. Aim to enhance student guidance while associating it with learning guidance.
- (3) While looking at the connection between learning and one's own future, devise extracurricular activities for children to acquire the qualities and abilities that are the necessary foundations for social and professional independence. Enhance career education according to the characteristics of each subject.
- (4) To ensure that children can fully understand what they are learning, including the acquisition of basic knowledge and skills, depending on the actual situation of the child and school, aim to enhance individualized instruction by improving the instruction method and instruction system, such as securing the instruction system through cooperation between teachers through the incorporation of learning activities such as individual learning, group-based learning, repetitive learning, learning according to the degree of proficiency of the learning content, task learning according to children's interests, and supplementary learning and advanced learning. At that time, make use of the information media, teaching materials, and teaching tools as shown in 1 (3) of Section 3.

## 2 Guidance for Children Who Need Special Consideration

### (1) Guidance for children with disabilities

- a. For children with disabilities, etc., while utilizing the advice or assistance of special schools, etc., the content and method of guidance shall be systematically devised according to the condition of each child.
- b. The special curriculum to be implemented in the special support class shall be organized as follows:
  - (i) Incorporate the independence activities shown in Chapter 7 of the Course of Study for Elementary and Junior High Schools of Special Needs Schools in order to overcome difficulties in learning or living due to disabilities and to achieve independence.
  - (ii) Taking into consideration the degree of disability of children and the actual situation of the class, the goals and contents of each subject are changed to the goals and contents of the subjects of the lower grades, and each subject is specially educated for children with intellectual disabilities. Organize an educational course according to the actual situation, such as by changing to each subject of the support school.
- c. When providing guidance by class to children with disabilities and organizing a

special curriculum, refer to the content of independence activities shown in Chapter 7 of the Course of Study for Elementary and Junior High Schools of Special Needs Schools. Specific goals and contents shall be set and guidance shall be provided. At that time, in order to provide effective guidance, endeavor to cooperate between teachers, such as by associating each subject with guidance by class.

- d. For children with disabilities, cooperate with homes, communities, and related organizations that carry out medical, welfare, health, labor, etc., and provide individual educational support to children from a long-term perspective. In addition to making efforts to create and utilize educational support plans, endeavor to accurately grasp the actual conditions of individual children and to create and utilize individual instruction plans when instructing each subject. In particular, for children enrolled in special needs classes and children who receive guidance through class, accurately grasp the actual situation of each child, create individual education support plans and individual guidance plans, and utilize them effectively.
- (2) Adaptation to school life for children returning from overseas and Japanese language instruction for children who have difficulty learning Japanese
    - a. For children who have returned from overseas, help them try to adapt to school life and provide appropriate guidance such as making use of living experience in foreign countries.
    - b. For children who have difficulty in learning Japanese, the content and method of instruction shall be systematically devised according to the actual conditions of each child. In particular, with regard to Japanese language instruction by class, endeavor to provide effective instruction by coordinating between teachers and making individual plans for instruction.
  - (3) Consideration for Children Refusing to Attend School
    - a. For children who refuse to attend school, provide necessary support and information according to the actual situation of each child from the viewpoint of aiming for social independence while coordinating with parents and related organizations and obtaining the advice or assistance of psychological and welfare experts.
    - b. When organizing a special curriculum approved by the Minister of Education, Culture, Sports, Science and Technology for children who have been absent from elementary school for a considerable period of time and are deemed to be absent continuously, the curriculum should be organized in consideration of the actual situation of the child, as well as individual learning and groups. Endeavor to improve the teaching method and teaching system such as individual learning.

## **Section 5 Points of Consideration for School Management**

- 1 Improvement of Curriculum and School Evaluation, etc.
  - a. At each school, under the policy of the principal, faculty and staff shall endeavor to

carry out curriculum management that makes the best use of the characteristics of each school, while appropriately sharing roles based on the division of school affairs and cooperating with each other. In addition, the school evaluation conducted by each school should be carried out in association with curriculum management, considering that the organization, implementation and improvement of the curriculum are the core of educational activities and school management.

- b. In organizing and implementing the curriculum, while associating it with the overall school plan in each field, such as the school health plan, school safety plan, overall plan for food guidance, and basic policies regarding measures to prevent bullying, etc., take care to ensure effective guidance.

## 2 Collaboration with Families and Communities and Collaboration Between Schools

The following matters shall be taken into consideration when organizing and implementing the curriculum.

- a. In order for the school to achieve its purpose, the human or physical system necessary for the implementation of educational activities should be established with the cooperation of families and the community according to the actual situation of the school and the community to deepen cooperation and collaboration. In addition, provide opportunities for cross-generational interaction in the community, such as the elderly and children of different ages.
- b. In addition to coordinating and interacting with other elementary schools, kindergartens, certified children's care centers, nursery schools, junior high schools, high schools, special schools, etc., also provide opportunities for interaction and joint learning with children with disabilities to foster an attitude of living in the community together while respecting each other.

## **Section 6 Points of Consideration for Moral Education**

In advancing moral education, the following matters shall be taken into consideration in addition to the matters shown in the preceding paragraph, based on the characteristics of moral education.

- 1 At each school, a teacher who is mainly in charge of promoting moral education should prepare and lead an overall plan for the subject based on the goals of moral education shown in 2 (2) of Section 1, and under the principal's policy. All teachers should cooperate to develop moral education. In creating the overall plan for moral education, the priority goals for school moral education should be set in consideration of the actual conditions of children, schools, and communities, and the guidance policy for moral education in Chapter 3 Special Subject Morals, which shows the content and timing of each subject, foreign language activity, comprehensive study time and



extracurricular activities, and the method of cooperation with the home and the local community, based on the relationship with the content shown in Section 2.

2 At each school, prioritize the content of instruction based on the stage and characteristics of the child's development. At that time, keep in mind that throughout each grade, children will develop a spirit of independence, autonomy, respect for life, and compassion for others. In addition, pay attention to the following items at each grade level.

- (1) In grades 1 and 2, acquire basic lifestyle habits such as greetings, judgement of good and bad, act appropriately, and follow the rules of social life.
- (2) In grades 3 and 4, make good judgements, cooperate and help each other with people close to each other, and follow the rules of groups and society.
- (3) In grades 5 and 6, understand and support each other's ideas and positions, understand and be willing to protect the meaning of laws and rules, strive to enhance group life, and respect tradition and culture. Meanwhile, children should come to love Japan and their hometown, and respect other countries.

3 Improve human relationships and environment in schools and classes, and enhance rich experiences such as group accommodation activities, volunteer activities, nature experience activities, and participation in local events. In addition, the content of moral education should be utilized in the daily lives of children. At that time, care should be taken to contribute to the prevention of bullying and ensuring safety.

4 Actively publish information such as the overall plan of school moral education and various activities related to moral education with the active participation and cooperation of family members and local people to enhance moral education, etc. in order to deepen common understanding with families and local communities and promote mutual cooperation.

## **CHAPTER 2 SUBJECTS**

### **Section 1 Japanese Language Arts (omitted for English translation)**

### **Section 2 Social Studies**

#### **I OVERALL OBJECTIVES**

Aim to develop citizenship qualities necessary for the formation of a peaceful and democratic nation and society that lives independently in the globalizing international community through activities that exercise social perspectives and ways of thinking and pursue and solve problems

- (1) Understand social life through the geographical environment of the region and Japan's land, the structure and work of modern society, and the history, traditions and culture of the region and Japan, and acquire the skills to appropriately research and organize information through various materials and research activities.
- (2) Gain the ability to think about the characteristics, mutual relationships, and meanings of social events from multiple angles, grasp the issues found in society, and select and judge how to relate to society to solve them. Develop the ability to properly express what you have selected and judged.
- (3) Foster an attitude of thinking about a better society and proactively trying to solve problems regarding social events, and through multifaceted thinking and understanding, pride and affection for the local community, awareness as a member of the local community, and the land of Japan. Foster love for history, awareness as a citizen who will bear the future of Japan, and awareness of the importance of living with people from all over the world.

#### **II OBJECTIVES AND CONTENT FOR EACH GRADE**

##### **{Grade 3}**

##### **1 Objectives**

Aim to develop the following qualities and abilities through activities to pursue and solve learning problems by exercising the viewpoints and ways of thinking of social events.

- (1) Understand the geographical environment of familiar areas and municipalities, various activities to protect the safety of the area, the state of local industry and consumer life, and the transition of the state of the area, based on the relationship with people's lives. Through research activities, atlases and various concrete materials, acquire the skills to research and organize necessary information.
- (2) Gain the ability to understand the characteristics and interrelationships of social events, the ability to think about meaning, the ability to understand the issues found in society, and the ability to select and judge how to relate to society toward the solution, and the ability to think and select and judge. Develop the ability to express things.
- (3) Cultivate an attitude of proactively trying to solve learning problems and an attitude of thinking about a better society and making use of what we have learned in social life, as well as pride in the local community through thinking and understanding. Foster affection and awareness as a member of the community.

##### **2 Content**

- (1) Guidance shall be given so that students can acquire the following items through activities to pursue and solve learning problems regarding the state of familiar areas and

municipalities (hereinafter referred to as "city" in Chapter 2, Section 2):

- a. Acquire the following knowledge and skills:
    - Get a rough idea of what is happening in your area and your city.
    - Observe and investigate, look up with materials such as maps, and compile them into a blank map.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the location of the city in the prefecture, the topography and land use of the city, the spread of traffic, the location and work of major public facilities such as the city hall, and the distribution of buildings that have remained since ancient times, the state of familiar areas and cities to grasp and think about the difference depending on the place and express it.
- (2) Instruct students to acquire the following items through activities to pursue and solve learning problems regarding production and sales jobs found in the region.
- a. Acquire the following knowledge and skills:
    - Understand that production work is closely related to the lives of local people.
    - Understand that sales work is devised to increase sales based on the diverse wishes of consumers.
    - Make an outline map by visiting / surveying or looking up materials such as maps.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the type of work, the distribution of production areas, the process of work, etc., grasp the state of work of people involved in production, and think about and express the relationship with the lives of local people.
    - Focusing on consumers' wishes, sales methods, relationships with other regions and foreign countries, etc., grasp the work situation of people involved in sales, and think about and express the ingenuity found in those jobs.
- (3) Guidance will be given so that students can acquire the following items through activities to pursue and solve learning problems regarding the work of protecting the safety of the community.
- a. Acquire the following knowledge and skills:
    - Understand that in order to protect the safety of the area, related organizations such as fire departments and police stations have a system to deal with emergencies in cooperation with each other, and related organizations cooperate with local people to deal with fires and accidents.
    - Consolidate understanding by visiting / investigating and examining materials such as maps.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the arrangement of facilities and equipment, preparation for emergencies, and response, grasp the activities of related organizations and local people, and think about and express their mutual relationships and the work of the people involved.
- (4) Guidance shall be given so that students can acquire the following matters through activities to pursue and solve learning problems regarding changes in the state of the city.
- a. Acquire the following knowledge and skills:
    - Understand that the life of the city and people have changed over time.
    - Investigate interviews and look up materials such as maps, and compile them in a chronological table.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the differences in transportation, public facilities, land use, population, living tools, etc. depending on the time of year, grasp the state of life of the city and

people, and think about and express those changes.

### 3 Utilization of Content

- (1) The content section (1) shall be handled as follows:
  - a. It will be dealt with in the introduction of the grade, and regarding point 1 of a., consideration should be given to focusing on “our city.”
  - b. Regarding point 1, refer to the textbook “Map” (hereinafter referred to as “Atlas” in Chapter 2, Section 2) when “summarizing on a blank map, etc.,” and refer to the orientation and main map symbols.
- (2) The content section (2) shall be handled as follows:
  - a. Regarding points one of a. and b., select from farmers, factories, etc. as examples.
  - b. Regarding points two of a. and b., when dealing with “relationships with other regions and foreign countries” by looking at shops, use a map book etc. to identify and find out the names and locations of prefectures and countries.
  - c. Regarding point two of b., understand that there are national flags in Japan and foreign countries, and give consideration to cultivating an attitude of respecting them.
- (3) The content section (3) shall be handled as follows:
  - a. Regarding point one of a., “having a system to deal with emergencies” and “working to prevent” both fires and accidents should be taken up. At that time, devise effective guidance such as focusing on either one.
  - b. Regarding point one of b., deal with important laws and rules in conducting social life, and consider, select, and judge what we can do to protect the safety of the community and ourselves.
- (4) The content section (4) shall be handled as follows:
  - a. When “summarizing in a chronological table, etc.” in point one of a., take up the fact that there are ways of expressing the time classification using the era names such as Showa and Heisei.
  - b. Regarding “public facilities” in point one of b., take up the fact that cities have promoted the development of public facilities. At that time, touch on the role of tax.
  - c. When introducing “population” in point one of b., consider the declining birthrate and aging population, internationalization, etc. so that students can think about the future development of their city.

## {Grade 4}

### 1 Objective

Aim to develop the following qualities and abilities through activities to pursue and solve learning problems by exercising the viewpoints and ways of thinking of social events.

- (1) The characteristics of the geographical environment of our prefecture, the work that supports the health and living environment of the local people, various activities to protect the safety of the region from natural disasters, the tradition and culture of the region, and the destination that has devoted itself to the development of the region. Students will understand the work of people based on their relationship with people's lives, and acquire the skills to research and organize necessary information through research activities, atlases, and various specific materials.
- (2) Develop the ability to understand the characteristics and interrelationships of social events, the ability to think about meaning, the ability to understand the issues found in society, the ability to select and judge how to relate to society toward the solution, and the ability to think and select and judge.

- (3) Cultivate an attitude of proactively trying to solve learning problems and an attitude of thinking about a better society and making use of what we have learned in social life, as well as pride in the local community through thinking and understanding. Foster love and awareness as a member of the community.

## 2 Content

- (1) Guidance shall be given so that students can acquire the following items through activities to pursue and solve learning problems regarding the state of prefectures (hereinafter referred to as “prefectures” in Chapter 2, Section 2).
- a. Acquire the following knowledge and skills:
- Get an overview of the geographical environment of our prefecture. Also, understand the names and locations of the 47 prefectures.
  - Look up prefectures in an atlas or various materials and mark together in a blank map.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the location of our prefecture in Japan, the topography of the entire prefecture, the distribution of major industries, the location of transportation networks and major cities, etc., grasp the state of the prefecture and consider and express the characteristics of the geographical environment. thing.
- (2) Students shall be instructed to acquire the following items through activities to pursue and solve learning problems in projects that support people’s health and living environment.
- a. Acquire the following knowledge and skills:
- Understand that the business of supplying drinking water, electricity and gas is being promoted to ensure a safe and stable supply, and that it helps maintain and improve the healthy lives of local people.
  - Understand that the waste treatment business is being promoted for hygienic treatment and effective use of resources, and that it is useful for maintaining and improving the living environment.
  - Consolidate understanding by visiting / investigating and examining materials such as maps.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the supply mechanism and route, cooperation of people inside and outside the prefecture, etc., grasp the state of the business for supplying drinking water, electricity, and gas, and think about and express the role played by those business.
  - Focusing on the treatment mechanism and reuse, cooperation of people inside and outside the prefecture, etc., grasp the state of the business for waste treatment, and think about and express the role that the business plays.
- (3) Instruct students to acquire the following items through activities to pursue and solve learning problems in activities to protect people from natural disasters.
- a. Acquire the following knowledge and skills:
- Understand that local organizations and people have cooperated in dealing with natural disasters and are preparing for future disasters.
  - Consolidate understanding by conducting an interview survey or looking up materials such as maps and chronological tables.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on local natural disasters that have occurred in the past, cooperation of related organizations, etc., grasping activities to protect people from disasters, thinking about their functions, and expressing them.

- (4) Guidance shall be given so that students can acquire the following items through activities to pursue and solve learning problems regarding traditions, culture, and the work of ancestors in the prefecture.
- a. Acquire the following knowledge and skills:
    - Understand that the cultural properties and annual events in the prefecture have been inherited by the local people, and that they contain various wishes of the people such as the development of the region.
    - Understand that the ancestors who devoted themselves to the development of the region contributed to the improvement of their lives at that time through various hardships and efforts.
    - Make a chronological table by visiting / surveying or looking up materials such as maps.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the historical background, the process up to the present, and efforts for preservation and succession, grasp the state of cultural properties and annual events in the prefecture, and think about and express people's wishes and efforts.
    - Focusing on the issues of the world and the wishes of the people at that time, grasping concrete examples of the ancestors who contributed to the development of the region, and thinking about and expressing the work of the ancestors.
- (5) Guidance will be given so that students can acquire the following items through activities to pursue and solve learning problems regarding the state of the unique areas in the prefecture.
- a. Acquire the following knowledge and skills:
    - Understand that people are working together to develop unique town development and tourism industries in unique areas of the prefecture.
    - Look it up in an atlas or various materials and put it together in a blank map.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the location and natural environment of a distinctive area, the historical background of people's activities and industries, and the cooperative relationships of people, grasp the state of the area and think about and express those characteristics.

### 3 Utilization of Content

- (1) The content of (2) shall be handled as follows:
- a. Regarding points one and two of a., mention that the mechanism has been systematically improved and public health has improved up to the present.
  - b. Regarding point one of a. and b., select from drinking water, electricity, and gas as topics for study.
  - c. Regarding point two of a. and b., select and pick up either garbage or sewage.
  - d. Regarding point one of b., consideration should be given so that we can think about, select, and judge what we can do, such as saving water and electricity.
  - e. Regarding point two of b., deal with important laws and rules in conducting social life, and give consideration so that students can think about, select, and judge what we can do, such as reducing the amount of garbage and devising ways to keep water clean. thing.
- (2) The content of (3) shall be handled as follows:
- a. Regarding point one of a., from earthquake disasters, tsunami disasters, storms and floods, volcanic disasters, snow disasters, etc., select and pick up those that have occurred in the prefecture in the past.
  - b. Regarding the “related organizations” in point one of a. and b., focus on the functions of the prefectural office and city hall, disseminate disaster prevention information, secure

- evacuation systems, and work with national organizations such as the Self-Defense Forces.
- c. Regarding point one of b., consideration should be given so that we can think about, select, and judge what we can do, such as anticipating possible disasters in the area and making necessary preparations on a daily basis.
- (3) The content of (4) shall be handled as follows
    - a. Regarding point one of a., make it possible to roughly understand the main cultural properties and annual events in the prefecture, and for B (A), take up specific examples from them.
    - b. Regarding point two of a. and b., select and pick up from the ancestors who have contributed to the development of the region such as development, education, medical care, culture, and industry.
    - c. Regarding point one of b., consideration should be given to thinking, selecting, and judging what we can do in relation to the preservation and inheritance of local traditions and culture.
  - (4) The content of (5) shall be handled as follows
    - a. In addition to making it possible to roughly understand the distinctive areas of the prefecture, pick up areas where local industries that make use of traditional techniques are thriving, areas that are engaged in international exchange, and areas that protect and utilize local resources. At that time, for areas that protect and utilize local resources, select either the natural environment or traditional culture.
    - b. When dealing with regions that are engaged in international exchange, be careful to understand that there are national flags in Japan and abroad, and to develop an attitude of respecting them.

### 〔Grade 5〕

#### 1 Objective

Aim to develop the following qualities and abilities through activities to pursue and solve learning problems by exercising the viewpoints and ways of thinking of social events.

- (1) Understand the characteristics of the geographical environment of Japan, the current state of industry, the relationship between social informatization and industry, based on the relationship with people's lives, and through various basic materials such as atlases, globes, and statistics. Acquire the skill to properly examine and organize information.
- (2) Ability to think about the characteristics and mutual relationships of social events from multiple angles, the ability to think about the meaning from multiple angles, the ability to grasp the issues found in society, and to select and judge how to relate to society toward the solution, what to think and select. Develop the ability to explain judgments and discuss based on such.
- (3) Regarding social events, cultivate an attitude of proactively trying to solve learning problems and an attitude of trying to utilize learning to think about a better society in our social life, and through multifaceted thinking and understanding, Japan's love for the land and the development of the country's industry, and cultivate awareness as a citizen who will bear the future of the country.

#### 2 Content

- (1) Guidance shall be given so that students can acquire the following items through activities to pursue and solve learning problems regarding the state of Japan's land and people's lives.
  - a. Acquire the following knowledge and skills:

- To roughly understand the position of Japan's land in the world, the composition of the land, and the scope of the territory.
  - To understand the outline of the topography and climate of Japan and to understand that people are adapting to the natural environment.
  - Consolidate understanding using atlases, globes, and various materials.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the continents and main oceans of the world, the positions of major countries, and the composition of the land consisting of many islands surrounded by the ocean, grasp the state of Japan's land, and consider and express its characteristics.
  - Focusing on the topography and climate, we will capture the lives of people in areas that are unique in terms of the nature of the country and the natural conditions, and consider and express the characteristics of the natural environment of the country and the relationship between them and people's lives.
- (2) Students shall be instructed to acquire the following items through activities to pursue and solve learning problems regarding food production in Japan's agriculture and fisheries.
- a. Acquire the following knowledge and skills:
- Understand that Japan's food production is carried out by taking advantage of natural conditions and plays an important role in securing food for the people.
  - Understand that people involved in food production support food production by striving to improve productivity and quality, devising transportation methods and sales methods, and delivering high-quality food to consumption areas.
  - Consolidate understanding using atlases, globes, and various materials.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the types and distribution of products, changes in production volume, and relationships with foreign countries such as imports, grasp the outline of food production, and consider and express the role that food production plays in people's lives.
  - Focusing on the production process, people's cooperative relationships, technological improvements, transportation, prices and costs, etc., grasp the ingenuity and efforts of people involved in food production, and think about and express their functions.
- (3) Guidance shall be given so that students can acquire the following items through activities to pursue and solve learning problems in Japan's industrial production.
- a. Acquire the following knowledge and skills:
- Understand that various industrial productions are carried out in Japan, that there are many industrial areas in the country, and that industrial products play an important role in improving the lives of the people.
  - Understand that people involved in industrial production support industrial production by responding to consumer demand and changes in society and making various ingenuity and efforts to produce excellent products.
  - Understand that trade and transportation play an important role in supporting industrial production in securing raw materials and selling products.
  - Consolidate understanding using atlases, globes, and various materials.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the types of industry, the distribution of areas where industry is thriving, and the improvement of industrial products, grasp the outline of industrial production, and think about and express the role that industrial production plays in people's lives.
  - Focusing on the manufacturing process, mutual cooperation between factories, excellent technology, etc., grasp the ingenuity and efforts of people involved in



industrial production, and think about and express their functions.

- Focusing on the expansion of the transportation network and relations with foreign countries, grasp the state of trade and transportation, and think about and express their roles.
- (4) Students shall be instructed to acquire the following items through activities to pursue and solve learning problems regarding the relationship between Japanese industry and information.
- a. Acquire the following knowledge and skills:
- Understand that industries such as broadcasting and newspapers have a great impact on people's lives.
  - Understand that the utilization of large amounts of information and information and communication technology is developing various industries and improving people's lives.
  - Consolidate understanding by conducting interview surveys and examining various materials such as videos and newspapers.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the ingenuity and efforts to collect and disseminate information, grasp the state of industries such as broadcasting and newspapers, and think about and express the role that these industries play in people's lives.
  - Focusing on the types of information and how to utilize information, grasp the current state of information utilization in industry, and think about and express the role that industries that develop by making use of information play in people's lives.
- (5) Students will be instructed to acquire the following items through activities to pursue and solve learning problems regarding the relationship between the natural environment of Japan and people's lives.
- a. Acquire the following knowledge and skills:
- Understand that natural disasters occur in relation to the natural conditions of the land, and that the national and prefectural governments are implementing various measures and projects to protect the land from natural disasters and protect the lives of the people.
  - Understand that forests play an important role in the conservation of the land through various ingenuity and efforts of people engaged in their cultivation and conservation.
  - Understand that the various efforts of related organizations and local people have made efforts to prevent pollution and improve the living environment, and to understand the importance of protecting the national environment and the healthy lives of the people from pollution.
  - Consolidate understanding by using atlases and various materials.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the type of disaster, the location and timing of the occurrence, disaster prevention measures, etc., grasp the situation of natural disasters in the country, and consider and express the relationship with natural conditions.
  - Focusing on the distribution and function of forest resources, grasp the environment of the national land, and think about and express the role that forest resources play.
  - Focusing on the time and course of pollution, the cooperation and efforts of people, etc., grasp the pollution prevention efforts, and think about and express their functions.

### 3 Utilization of Content

- (1) The content of (1) shall be handled as follows:

- a. Regarding the “territory range” in point one of a., mention that Takeshima, the Northern Territory, and the Senkaku Islands are unique territories of Japan.
  - b. Regarding point three of a., use a map book or a globe to introduce how to represent positions by direction, latitude, longitude, etc.
  - c. Regarding the “main countries” in point one of b., the official country names for each should also be introduced, and the neighboring countries should be included. At that time, understand that there are national flags in Japan and other countries, and take care to cultivate an attitude of respecting them.
  - d. Regarding “Areas that are distinctive in terms of natural conditions” in point two of b., the areas that are distinctive in terms of topographical conditions and climatic conditions should be discussed.
- (2) The content of (2) shall be handled as follows:
- a. Regarding point two of a. and b., investigate through concrete examples of areas where food production is prosperous, and in addition to rice cultivation, pick up one from vegetables, fruits, livestock products, marine products, etc.
  - b. Regarding points one and two of b., consider from the standpoints of consumers and producers, and give consideration so that you can put together your own thoughts on the future development of agriculture.
- (3) The content of (3) shall be handled as follows:
- a. Regarding point two of a. and b., investigate through concrete examples of areas where industry is thriving, and pick up one from the metal industry, machinery industry, chemical industry, food industry, and so on.
  - b. Regarding point one and two of b., consider from the standpoints of consumers and producers, and give consideration so that you can put together your own thoughts on the future development of the industry.
- (4) The content of (4) shall be handled as follows:
- a. Regarding “Industry such as broadcasting and newspapers” in point one of a., select from one of the industries. At that time, think about the effective use of information from the standpoints of the sender and receiver of information, and realize that it is important to make a correct judgment as a receiver and to take responsibility as a sender. thing.
  - b. Regarding point two of a. and b., choose from the industries related to sales, transportation, tourism, medical care, welfare, etc. that are developing by utilizing information and information technology. At that time, consider from the standpoints of industry and the people, and give consideration so that you can put together your own thoughts on the development of industry and the improvement of people's lives with the progress of informatization.
- (5) The content of (5) shall be handled as follows:
- a. Regarding point one of a., select from the following topics: earthquake disasters, tsunami disasters, storm and flood disasters, volcanic disasters, snow disasters, etc.
  - b. Regarding point three of a. and b., select specific cases of air pollution, water pollution, etc.
  - c. Regarding points two and three of b., consideration should be given so that we can think about, select, and judge what we can do about environmental conservation of the country.

**{Grade 6}**

1 Objective

Develop the following qualities and abilities through activities to pursue and solve learning

problems by exercising the viewpoints and ways of thinking of social events.

- (1) Understand the way of thinking, mechanism and work of Japan's politics, the achievements and excellent cultural heritage of predecessors who played a major role in the development of the nation and society, the life of a country closely related to Japan, and the role of Japan in the globalizing international community. At the same time, students will acquire the skills to properly examine and organize information through various basic materials such as atlases, globes, statistics and chronological tables.
- (2) Gain the ability to think about the characteristics and mutual relationships of social events from multiple angles, the ability to think about the meaning from multiple angles, the ability to grasp the issues found in society, and to select and judge how to relate to society toward the solution, what to think and select, and develop the ability to explain judgments and discuss based on them.
- (3) Through multifaceted thinking and understanding, along with cultivating an attitude of proactively trying to solve learning problems and an attitude of thinking about a better society and trying to make use of what we have learned in our social life. To cultivate the feeling of loving Japan by valuing the history and traditions of Japan, the awareness of being a citizen who will bear the future of Japan, and the importance of living with the people of the countries of the world as a Japanese who wishes for peace.

## 2 Content

- (1) Guidance will be given to the work of politics in Japan so that students can acquire the following items through activities to pursue and solve learning problems.
  - a. Acquire the following knowledge and skills:
    - The Constitution of Japan stipulates the basics of the nation and people's lives such as the ideals of the nation, the status of the Emperor, the rights and obligations of the people, and the current democratic politics of Japan is based on the basic idea of the Constitution of Japan. Understand how the three powers of legislation, administration, and judiciary play their respective roles.
    - Understand that the politics of national and local governments play an important role in stabilizing and improving the lives of people under the concept of popular sovereignty.
    - Consolidate understanding by visiting, investigating, and examining various materials.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the basic idea of the Constitution of Japan, grasping the democratic politics of Japan, considering and expressing the role that the Constitution of Japan plays in people's lives and the relationship between the Diet, the Cabinet, courts and the people.
    - Focusing on the content of policies, the process from planning to implementation, and the relationship with laws and budgets, grasp the political efforts of national and local governments, and think about and express the workings of politics in people's lives.
- (2) Students shall be instructed to acquire the following items through activities to pursue and solve learning problems regarding major events in Japan's history.
  - a. Acquire the following knowledge and skills. At that time, understand the general history, the achievements of the related ancestors, and the excellent cultural heritage, using the main events in the history of Japan as clues.
    - Understand that the hunter-gatherer, farming life, burial mounds, and unification by the Yamato court (Yamato administration) changed administration from village-level to country-level. At that time, be interested in the way of thinking about the formation

- of the country, using myths and folklore as clues.
- Understand that politics centered on the Emperor was established based on the ingestion of continental culture, the reform of Taika Reform, and the construction of the Great Buddha.
  - Understand that Japanese-style culture was born based on the life and culture of aristocrats.
  - Understand that the politics of the samurai began with the battle of Genpei, the beginning of the Kamakura Shogunate, and the battle with the former.
  - Understand that the Muromachi culture, which is connected to today's living culture, was born from the typical buildings and paintings of the time when the Shogunate was set up in Muromachi, Kyoto.
  - Understand that the world of the Warring States was unified with the introduction of Christianity and the unification of the world of Oda and Toyotomi as clues.
  - Understand that the politics of the samurai was stable, based on the beginning of the Edo Shogunate, the policies of the Shogunate such as the change of attendance and the isolation of the country, and the status system.
  - Understand that the culture of the townspeople prospered and new scholarship took place, using Kabuki, ukiyo-e, national studies, and Dutch studies as clues.
  - Understand that Japan has taken the opportunity of the Meiji Restoration to promote modernization while incorporating Western culture, with the arrival of the Kurofuno, reforms such as the abolition of the feudal clan and the equality of the four peoples, and the civilization.
  - Understand that Japan's national power has been enhanced and its international status has improved with the promulgation of the Constitution of the Empire of Japan, the Sino-Japanese War, the Russo-Japanese War, the revision of treaties, and the development of science.
  - With the clues of the Sino-Japanese War, World War II related to Japan, the establishment of the Constitution of Japan, and the holding of the Olympics and Paralympics, Japan started as a democratic nation after the war, improving people's lives and in the international community. Understand that it has played an important role in.
  - Search and summarize materials such as archaeological sites, cultural properties, maps and chronological tables.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the state of the world, the work of people, and typical cultural heritage, grasp the main events in the history of Japan, think about the development of the history of Japan, and think about the meaning of learning history and express it.
- (3) Students will be instructed to acquire the following items through activities to pursue and solve learning problems regarding the role of the globalizing world and Japan.
- a. Acquire the following knowledge and skills:
- It is important to understand that the lives of people in countries that are closely connected to Japan in terms of economy and culture are diverse, to interact with other countries through sports and culture, and to respect different cultures and customs.
  - Understand that Japan plays an important role as a member of the United Nations for the realization of a peaceful world, and provides assistance and cooperation for the development of other countries.
  - Consolidate understanding with atlases, globes, and various materials.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:

- Focusing on the lifestyles of foreigners, grasping the differences from Japanese culture and customs, and thinking about and expressing the role of international exchange.
- Focusing on cooperation and cooperation for solving issues that are occurring on a global scale, grasping the work of the United Nations and the state of Japan's international cooperation, and thinking about and expressing the role that Japan plays in the international community.

### 3 Utilization of Content

(1) The content of (1) shall be handled as follows:

- a. Regarding the content of point one in a., it deals with the meaning of parliamentary politics such as the Diet and elections, the mutual relationship between the three powers of the Diet, the Cabinet and the courts, the role of the lay judge system and taxes. At that time, consider how to relate to politics as a nation in relation to point one of b. so that you can put together your own thoughts.
- b. Regarding the “position of the Emperor” in point one of a., take up matters that are easy for children to understand, such as acts related to the emperor's national affairs stipulated in the Constitution of Japan, and while trying to relate to learning about history, understanding and respect for the Emperor to deepen one’s feelings. Regarding “rights and obligations as a citizen,” suffrage and obligations to pay taxes should be discussed.
- c. Regarding “Politics of national and local governments” in point two of a., select from social security, recovery and reconstruction from natural disasters, and regional development and revitalization.
- d. When instructing the relationship with the people regarding the “National Diet” in @point one of b., care should be taken so that each person can be interested in the national holidays and think about the significance of Japan's society and culture.

(2) The content of (2) shall be handled as follows:

- a. Regarding the first 11 points of a., emphasize the interests and interests of children, and devise ways to place emphasis on the people to be picked up and cultural heritage, etc. At that time, consider the stage of child development when instructing point 11.
- b. Regarding the first 11 points of a., for example, those designated as national treasures, important cultural properties, and those registered as world cultural heritage are taken up and learned through representative cultural heritage of Japan.
- c. Regarding the first 10 points of a., for example, take up the following persons and instruct them to learn through the work of the persons: Himiko, Shotoku Taishi, Ono no Imoko, Prince Naka no Oe, Nakatomi Kamatari, Emperor Shoumu, Gyouki, Ganjin, Fujiwara no Michinaga, Murasaki Shikibu, Sei Shonagon, Taira no Kiyomori, Minamoto no Yoritomo, Minamoto no Yomune, Hojo Tokimune, Ashikaga Yoshimitsu, Ashikaga Yoshimasa, Sesshu, Xavier, Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Ieyasu, Tokugawa Iemitsu, Chikamatsu Monzaemon, Utagawa Hiroshige, Motoori Norinaga, Sugita Genbaku, Ino Tadatake, Perry, Katsu Kaisho, Saigo Takamori, Okubo Toshimichi, Kido Takayoshi, Emperor Meiji, Fukuzawa Yukichi, Okuma Shigenobu, Itagaki Taisuke, Ito Hirobumi, Mutsu Munemitsu, Togo Heihachiro, Komura Jutaro, Noguchi Hideo
- d. Regarding the “myths and folklore” of point one in a., pick up the appropriate ones from Kojiki, Nihon Shoki, Fudoki, etc.
- e. Regarding points two to 11 in a., pay attention to the relationship with the world at that time and give consideration so that the history of Japan can be grasped from a broad

perspective.

- f. Regarding point 11 of a., teach how to read materials such as chronological tables and paintings, paying attention to the characteristics of the materials.
  - g. Regarding point one of b., Japan has a long history and has nurtured traditions and cultures throughout history learning, and the history of Japan can be divided into several periods according to the political center and the state of the world. Try to think about the meaning of learning history, such as thinking about the relationship between our current life and past events, and thinking about current and future development based on past events.
- (3) The content of (3) shall be handled as follows:
- a. Regarding the content of a., consider understanding the significance of the national flag and national anthem of Japan and cultivating an attitude of respecting it, as well as cultivating an attitude of respecting the national flags and national anthems of other countries as well.
  - b. Regarding point one of a., pick up several countries from countries that have close ties with Japan. At that time, care should be taken so that the child selects one country to investigate.
  - c. Regarding point one of a., care should be taken to cultivate an attitude of respecting the traditions and cultures of Japan and other countries.
  - d. Regarding the content of b., care should be taken so that students can consider, select, and judge what is important for living with the people of the world and the role that Japan should play in the international community in the future.
  - e. In order to avoid exhaustive and abstract treatment of point two in b., UNICEF and UNESCO's familiar activities should be taken up in the "work of the United Nations." In addition, "Japan's international cooperation" should be selected from examples that contribute to the world in fields such as education, medical care, and agriculture.

### III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 The following items shall be taken into consideration when creating the instruction plan:

- (1) Foresee the unit and other contents and time, and try to realize proactive, interactive and deep learning of children toward the development of qualities and abilities to be nurtured in it. At that time, learn methods for problem solving, that use various perspectives and ways of thinking about social events, thinking about the characteristics and meanings of events, and acquiring knowledge about concepts to look back on the learning process and results. Enhance activities to pursue and solve learning problems, such as utilization.
- (2) Based on the goals and contents of each grade, devise a way to pick up cases, and create an effective annual instruction plan while paying attention to the arrangement of contents and the allocation of class hours.
- (3) By the time students graduate from elementary school, they should be able to give names and locations of 47 prefectures in Japan and the names and locations of the continents and major oceans of the world, checking each time using a map book or globe while associating with the learning content.
- (4) For children with disabilities, systematically devise instruction content and instruction methods according to the difficulties that arise when conducting learning activities.
- (5) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), while considering the relationship with morals, etc., the characteristics of social studies regarding the contents shown in Chapter 3 Special Subjects Morals give appropriate guidance according to the situation.

2 Regarding the handling of the content of the second section, the following matters shall be taken into consideration:

- (1) At each school, make use of the actual conditions of the area so that children can engage

in learning with interest, and further learning with concrete experiences including research activities such as observation, tours, and listening, and expression activities based on it to enhance learning. In addition, logically explain our multifaceted thoughts, choices, and judgments about the characteristics and meanings of social events, issues found in society, etc., and clarify our position and grounds for discussion. Emphasis is placed on learning related to language activities.

- (2) Use school libraries, public libraries, computers, etc. to collect and summarize information. Also, use an atlas in all grades.
- (3) In addition to utilizing facilities such as museums and museums, incorporate research activities on archaeological sites and cultural properties in familiar areas and territories. In addition, try to collaborate with experts, related parties, and related organizations related to the content.
- (4) Considering the stage of child's development, consider presenting various views on social events so that the child's thoughts deepen, and it is useful and appropriate when taking up matters with various views and uncertainties. In addition to teaching based on various teaching materials, children can think from multiple angles and objectively consider facts by biased treatment such as overemphasizing specific matters and taking up one-sided views without sufficient consideration. Be careful not to prevent facts being considered objectively and judged fairly.

## Section 3 MATHEMATICS

### I OVERALL OBJECTIVES

The aim is to develop the qualities and abilities to think mathematically through mathematical activities by exercising mathematical viewpoints and ways of thinking.

- (1) Understand the basic concepts and properties of quantities and figures, and acquire the skills to mathematically process everyday events.
- (2) Using mathematical expressions, the ability to mathematically grasp everyday events, have a perspective, and consider them in a logical manner, the ability to discover basic / basic quantities and the properties of figures, and to consider them in an integrated and developmental manner. Develop the ability to express events concisely, clearly, accurately and flexibly according to the purpose.
- (3) Create an awareness of the joy of mathematical activities and the goodness of mathematics, cultivate an attitude of looking back on learning and trying to solve problems better, and an attitude of trying to apply what you learned in mathematics to your life and learning.

### II OBJECTIVES AND CONTENT FOR EACH GRADE

#### {Grade 1}

#### 1 Objectives

- (1) Understand the concept of numbers, how to express them, and the meaning of calculations, gain experience that is the basis for understanding the relationship between quantities, figures, and quantities, enrich the sense of quantities and figures, and calculate addition and subtraction. To acquire skills such as doing things, composing shapes, comparing the sizes of quantities around us, and expressing them in simple pictures and figures.
- (2) Gain an ability to focus on the number of things and think about how to count and calculate numbers using concrete objects and figures, to grasp features by focusing on the shape of things, and to think about the composition of shapes through concrete operations. Develop the ability to grasp the characteristics of things around us by focusing on the quantity and think about how to compare the magnitude of the quantity, and the ability to grasp the characteristics of events around us by focusing on the number of data.
- (3) Become familiar with quantities and figures, and cultivate an attitude of learning while feeling the goodness and fun of learning in mathematics.

#### 2 Content

##### A Numbers and Calculations

- (1) Instruct students to acquire the following items through mathematical activities related to the composition and representation of numbers.
  - a. Acquire the following knowledge and skills:
    - Compare numbers of objects by making one-to-one correspondence between objects
    - Correctly count or represent the number and order of objects
    - Make a sequence of numbers and to put numbers on a number line by judging the size and the order of the numbers
    - Consider a number in relation to other numbers by regarding it as a sum or difference



of other numbers

- Understand the representations of two-digit numbers
  - Get to know the representations of three-digit numbers in simple cases
  - Consider numbers using ten as a unit
  - Organize and represent concrete objects by counting or dividing them into equal parts
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.
- Focus on the group of numbers, think about how to compare and count the size of numbers, and make use of them in daily life.
- (2) Instruct students to acquire the following items through mathematical activities related to addition and subtraction.
- a. Acquire the following knowledge and skills:
- Help pupils understand the meaning of addition and subtraction, and get to know situations where addition and subtraction are used.
  - Express the scene where addition and subtraction are used in an expression, or to read an expression.
  - Explore ways of addition of two one-digit numbers, and subtraction as the inverse operation, and to do these calculations accurately.
  - Explore ways of addition and subtraction of two-digit numbers and so on in simple cases.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the relationship between quantities, thinking about the meaning and method of calculation, and making use of it in daily life.

## B Geometrical Figures

- (1) Instruct students to acquire the following items through mathematical activities related to the shape of things around them.
- a. Acquire the following knowledge and skills:
- Recognize the shape of things and know the characteristics of the shape.
  - Making and disassembling shapes using concrete objects.
  - Describe the position of an object by using words about the direction and position such as front and back, left and right, and up and down.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the shape of things, grasping the characteristics of things around us, and thinking about the composition of shapes through concrete operations.

## C Measurements

- (1) Instruct students to acquire the following items through mathematical activities related to the size of personal belongings.
- a. Acquire the following knowledge and skills:
- Directly compare the amount of length, width, bulk, etc. by a specific operation, or to compare using other things.
  - Using the size of things around you as a unit, compare the sizes by some of them
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the characteristics of things around us, finding a way to compare the size of the quantity
- (2) Instruct students to acquire the following items through time-related mathematical activities.
- a. Acquire the following knowledge and skills:

- Reading the time in daily life.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Associate time with daily life using time reading.

D Utilization of Data

- (1) Instruct students to acquire the following items through mathematical activities related to quantity organization.
  - a. Acquire the following knowledge and skills::
    - Representing the number of things in simple pictures and figures, and reading them.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the number of data and capture the characteristics of events around you.

{Mathematical activity}

- (1) Regarding the learning shown in the contents “A Numbers and Calculation,” “B Geometrical Figures,” “C Measurement” and “D Utilization of Data,” the following mathematical activities shall be undertaken:
  - a. Activities to find out the quantity and shape by observing the events around us and manipulating concrete objects
  - b. Activities to solve problems in daily life using concrete objects and to confirm the results
  - c. Activities to solve math problems using concrete objects and check the results
  - d. Activities to express the process and results of problem solving using concrete objects and figures

{Terminology / Symbols}

Ones place   Tens place   +   -   =

{Grade 2}

1 Objective

- (1) Deepen understanding of the concept of numbers, understand the meaning and nature of calculations, the basic concept of figures, the concept of quantities, simple tables and graphs, etc. To acquire skills such as calculation of subtraction and multiplication, composition of figures, measurement of length and bulk, and representation in tables and graphs.
- (2) Focusing on the relationship between numbers and their expressions and quantities, the ability to consider how to represent and calculate numbers using concrete objects and figures as necessary, and the features of plane figures to focus on the elements that make up the figures. The ability to grasp and consider the events around us from the nature of the figure, the ability to grasp the characteristics of things around us by focusing on the quantity, and the ability to accurately express the events around us using the unit of quantity, and the events around us in the data. Develop the ability to focus on features and express and consider them concisely.
- (3) Develop an attitude of being willing to be involved in quantities and figures, looking back on mathematical expressions and processing, noticing the goodness of mathematical processing, and trying to utilize it in daily life and learning.

2 Content

## A Numbers and Calculations

- (1) Instruct students to acquire the following items through mathematical activities related to the composition and representation of numbers.
  - a. Acquire the following knowledge and skills:
    - Counting in groups of the same size, or classifying and counting.
    - Understand how numbers are represented by the decimal notation system and the magnitude and order of numbers up to the fourth digit.
    - Understand the relative magnitude of numbers, such as looking at numbers in units of tens or hundreds.
    - Try to relate one number to another, such as the product of another.
    - Classify and organize simple things and express them using numbers.
    - Know about simple fractions such as  $\frac{1}{2}$  and  $\frac{1}{3}$ .
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the group of numbers, think about how to compare and count the size of large numbers, and make use of them in daily life.
- (2) Instruct students to acquire the following items through mathematical activities related to addition and subtraction.
  - a. Acquire the following knowledge and skills:
    - Understand that the addition of two-digit numbers and the subtraction of the opposite can be performed based on the basic calculations of one-digit numbers, etc., and those calculations can be performed reliably. Also, understand how to calculate them.
    - For simple cases, know how to calculate addition and subtraction such as three-digit numbers.
    - Understand the properties that hold for addition and subtraction.
    - Understand the interrelationship between addition and subtraction.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relationship between quantities, thinking about how to calculate and finding properties that hold true for calculations, and making use of those properties to devise calculations and confirm calculations.
- (2) Instruct students to acquire the following items through mathematical activities related to multiplication.
  - a. Acquire the following knowledge and skills:
    - Understand the meaning of multiplication and know when it is used.
    - Express a scene in which multiplication is used in an expression or to read an expression.
    - Understand the simple properties of multiplication.
    - Know about  $9 \times 9$  multiplication tables and be able to calculate the multiplication of 1st place and 1st place.
    - For simple cases, know how to calculate the multiplication of 2nd place and 1st place.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relationship between quantities, think about the meaning and method of calculation, find out the properties that hold for calculations, and utilize those properties to devise calculations and confirm calculations.
    - Focus on the relationship between quantities and apply calculations to daily life.

## B Geometrical Figures

- (1) Instruct students to acquire the following items through mathematical activities related to figures.

- a. Acquire the following knowledge and skills:
  - Know about triangles and quadrangles.
  - Learn about squares, rectangles, and right triangles.
  - Understand the box-shaped objects made up of square and rectangular faces, and construct and disassemble them.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Focus on the elements that make up a figure, think about how to make it, and grasp the shapes of things around you as a figure.

#### C Measurement

- (1) Instruct students to acquire the following items through mathematical activities related to unit of quantity and measurement.
  - a. Acquire the following knowledge and skills:
    - Learn about the units of length (millimeters (mm), centimeters (cm), meters (m)) and the units of volume (milliliters (mL), deciliters (dL), liters (L)) and understand the meaning of measuring.
    - Make a rough estimate of the length and bulk, and select the appropriate unit to measure.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the characteristics of things around us, accurately expressing and comparing the size of the quantity in units according to the purpose.
- (2) Instruct students to acquire the following items through mathematical activities related to time and time.
  - a. Acquire the following knowledge and skills:
    - Know about days, hours, and minutes, and understand their relationships.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the unit of time and make use of time and time in daily life.

#### D Utilization of Data

- (1) Instruct students to acquire the following items through mathematical activities related to data analysis.
  - a. Acquire the following knowledge and skills:
    - Sort and organize the quantities around you, and use simple tables and graphs to represent and read them.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the viewpoint of organizing data, and consider events around you using tables and graphs.

#### {Mathematical Activities}

- (1) Regarding the learning shown in the contents “A Numbers and Calculation,” “B Geometrical Figures,” “C Measurement” and “D Utilization of Data,” the following mathematical activities shall be undertaken:
  - Activities related to quantities and figures by observing events around us and manipulating concrete objects.
  - Activities to solve arithmetic problems found from everyday events using concrete objects, figures, numbers, formulas, etc., and to confirm the results.
  - Activities to solve math problems found from everyday events using concrete objects,

figures, numbers, formulas, etc., and check the results by using concrete objects, figures, numbers, formulas, etc.

- Activities to express and communicate problem-solving processes and results using concrete objects, figures, numbers, formulas, etc.

{Terminology / Symbols}

Straight line right-angle vertex edge face unit  $\times$   $>$   $<$

### 3 Handling of Contents

- (1) Regarding (1) of the content “A Numbers and Calculation,” 10,000 shall also be introduced.
- (2) For (2) of the content “A Numbers and Calculation,” ( ) or  $\square$  can be used if necessary. In addition, consideration shall be given to the estimation of the calculation results.
- (3) Regarding (c) of (2) of “A Numbers and Calculation” in the content, the commutative law and associative property shall be introduced.
- (4) Regarding (c) of (3) of “A Numbers and Calculation” in the content, mainly deal with how to increase the product and the commutative law when the multiplier increases by one.
- (5) In relation to second point of (1) a. of the content “B Geometric Figures,” make it clear that squares and rectangles are often used around us, and care shall be taken to enrich the underlying experience of operational activities such as spreading out planes by laying them down.

## {Grade 3}

### 1 Objective

- (1) Understand how to represent numbers, the meaning and properties of integer calculations, the meaning and representation of decimals and fractions, the basic concept of figures, the concept of quantities, bar graphs, etc. to acquire skills such as calculating integers, constructing figures, measuring length and weight, and displaying them in tables and graphs.
- (2) Focusing on the relationship between numbers and their expressions and quantities, the ability to consider how to represent and calculate numbers using concrete objects and figures as necessary, and the features of plane figures to focus on the elements that make up the figures; the ability to grasp and consider the events around us from the nature of the figure; the ability to grasp the characteristics of things around us by focusing on the quantity; and the ability to accurately express the events around us using the unit of quantity, and the events around us in the data Focus on the characteristics and cultivate the ability to express concisely and make appropriate decisions.
- (3) Develop an attitude of being willing to be involved in quantities and figures, looking back on mathematical expressions and processing, noticing the goodness of mathematical processing, and trying to utilize it in daily life and learning.

### 2 Content

#### A Numbers and Calculations

- (1) Instruct students to acquire the following items through mathematical activities related to how to represent integers.
  - a. Acquire the following knowledge and skills:
    - Know about 10,000 units.
    - Know the numbers of 10 times, 100 times, 1000 times, 1/10 size and how to express them.

- Deepen your understanding of the relative magnitude of numbers.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Focus on the group of numbers, think about how to compare and express the size of large numbers, and make use of them in daily life.
- (2) Instruct students to acquire the following items through mathematical activities related to addition and subtraction.
  - a. Acquire the following knowledge and skills:
    - Understand that addition and subtraction of 3rd and 4th digits can be calculated based on basic calculations of 2nd digit and so on. Also, understand how to calculate them.
    - Be sure to calculate addition and subtraction and use them appropriately.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relationship between quantities, think about how to calculate and finding properties that hold true for calculations, and making use of those properties to devise and confirm calculations.
- (3) Instruct students to acquire the following items through mathematical activities related to multiplication.
  - a. Acquire the following knowledge and skills:
    - Understand that multiplication calculations by multiplying 2nd and 3rd places by 1st and 2nd places can be done based on basic calculations such as multiplication tables. Also, understand how to do long division.
    - Make sure students can calculate using multiplication appropriately.
    - Understand the properties that hold for multiplication.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relationship between quantities, thinking about how to calculate and finding properties that hold true for calculations, and making use of those properties to devise and confirm calculations.
- (4) Instruct students to acquire the following items through mathematical activities related to division.
  - a. Acquire the following knowledge and skills.
    - Understand the meaning of division and know when it is used. Also, know about the remainder.
    - Express the situation in which division is used in an expression or to read the expression.
    - Understand the relationship between division and multiplication and subtraction.
    - Be able to reliably calculate divisions in which both the divisor and the quotient are first order.
    - For simple cases, know how to calculate the division with the divisor as the first order and the quotient as the second order.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relationship between quantities, think about the meaning and method of calculation, find out the properties that hold for calculations, and make use of those properties to devise calculations and confirm calculations.
    - Focus on the relationship between quantities and apply calculations to daily life.
- (5) Instruct students to acquire the following items through mathematical activities related to decimal numbers and how to express them.
  - a. Acquire the following knowledge and skills:
    - Knowing to use decimals to represent the size of fractional parts. Also, learn how to represent decimal numbers and the  $\frac{1}{10}$  digit.

- Understand the meaning of addition and subtraction of decimal numbers up to the 1 / 10th place, and know that they can be calculated.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Focus on the group of numbers, consider whether it is possible to compare and calculate the size of numbers even with decimal numbers, and make use of decimal numbers in daily life.
- (6) Instruct students to acquire the following items through mathematical activities related to fractions and how to express them.
  - a. Acquire the following knowledge and skills:
    - Know that fractions are used to represent the size of parts that can be divided into equal parts and the size of fractional parts. Also, know how to represent fractions.
    - Knowing that a fraction can be represented by a fraction of the unit fraction.
    - Understand the meaning of addition and subtraction of fractions in simple cases and to know that they can be calculated.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the unity of numbers, consider whether it is possible to compare and calculate the size of numbers even with fractions, and make use of fractions in daily life.
- (7) Instruct students to acquire the following items through mathematical activities related to formulas that express the relationship between quantities.
  - a. Acquire the following knowledge and skills:
    - Understand the formulas that express the relationship between quantities, express the quantity using  $\square$ , etc., and express the relationship in the formula, or apply numbers to  $\square$ , etc. to investigate.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relationship between quantities, express the relationship between quantities briefly using figures and formulas, and read formulas by associating formulas with figures.
- (8) Students will be instructed to acquire the following items through mathematical activities related to the expression and calculation of numbers using the abacus.
  - a. Acquire the following knowledge and skills:
    - Know how to represent numbers with an abacus.
    - Know and calculate simple addition and subtraction calculations.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the mechanism of the abacus and think about how to calculate large and decimal numbers.

## B Geometrical Figures

- (1) Instruct students to acquire the following items through mathematical activities related to figures.
  - a. Acquire the following knowledge and skills:
    - Learn about isosceles triangles, equilateral triangles, etc., and gradually pay attention to their relationships through drawing.
    - Know about corners in relation to basic shapes.
    - Know the center, radius, and diameter of a circle. Also, know the diameter of the sphere in relation to the circle.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the elements that make up a figure, think about how to compose it, discover

the properties of the figure, and grasp the shapes of things around you as a figure.

#### C Measurement

- (1) Instruct students to acquire the following items through mathematical activities related to unit of quantity and measurement.
  - a. Acquire the following knowledge and skills:
    - Know the unit of length (kilometers (km)) and the unit of weight (grams (g), kilograms (kg)) and understand the meaning of measurement.
    - Express the length and weight in appropriate units, or to make a rough guess and select and measure the instrument appropriately.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the characteristics of things around you and consider the relationship between units in an integrated manner.
- (2) Instruct students to acquire the following items through mathematical activities related to time and time.
  - a. Acquire the following knowledge and skills:
    - Know about seconds.
    - Finding the time and time needed for daily life.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the unit of time, consider the time and how to obtain the time, and make use of it in daily life.

#### D Utilization of Data

Instruct students to acquire the following items through mathematical activities related to data analysis.

- a. Acquire the following knowledge and skills:
  - Classify and organize data from the viewpoint of date and time and place, and display or read it in a table.
  - Understand the characteristics of bar graphs and how to use them.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Focusing on the viewpoint of organizing data, consider the events around you using tables and graphs, and express what you have found.

#### {Mathematical Activities}

- (1) Regarding the learning shown in the contents “A Numbers and Calculation,” “B Geometrical Figures,” “C Measurement” and “D Utilization of Data,” the following mathematical activities shall be undertaken:
  - a. Activities related to quantities and figures by observing events around us and manipulating concrete objects; Solving arithmetic problems found from everyday events using concrete objects, figures, numbers, formulas, etc.; Activities to confirm the results. Activities to solve arithmetic problems found from the learning scene of arithmetic using concrete objects, figures, numbers, formulas, etc., and confirm the results the process and results of problem solving are concrete objects; Activities to express and communicate using figures, numbers, formulas, etc.

#### {Terminology / Symbols}

equal sign    inequality sign    decimal point     $1/10^{\text{th}}$  place    number line    denominator  
numerator     $\div$



### 3 Utilization of Content

- (1) Regarding the content of (1) in “A Numbers and Calculation,” 100 million shall be introduced.
- (2) Regarding the content of (2) and (3) in “A Numbers and Calculation” in the content, consideration shall be given so that simple calculation can be performed by mental arithmetic, and the estimation of the calculation result shall also be mentioned.
- (3) Regarding the content of (3) in “A Numbers and Calculation,” the calculation when the multiplier or multiplicand is 0 shall also be introduced.
- (4) Regarding point three of (3) a. in the content of “A Numbers and Calculation,” commutative law, associative property, and distributive property shall be introduced.
- (5) Regarding (5) and (6) of the contents “A Number and Calculation,” decimal numbers such as 0.1 and  $\frac{1}{10}$  fractions shall be dealt with in association with each other using a number line.
- (6) Regarding the basic figures in (1) of the content “B Geometric Figures,” while emphasizing the activity of drawing and checking the figure using a ruler, compass, etc., drawing a pattern based on a triangle or a circle, etc. Care shall be taken to garner interest in the beauty of figures through specific activities.
- (7) Regarding the content of (1) of “C Measurement,” touch on tons (t), which is a unit of weight, and also touch on prefixes (kilo (k) and millimeters (m)).
- (8) Regarding a. and b. in (1) of the content “D Utilization of Data,” also touch on bar graphs with minimum scales of 2, 5, 20, 50, etc., and graphs that combine multiple bar graphs.

## { Grade 4 }

### 1 Objective

- (1) Understand the meaning and representation of fractions and fractions, the relationship between the four rules, plane figures and solid figures, areas, corner sizes, broken line graphs, etc., and calculate integers, fractions and fractions, and compose figures, and acquire skills such as finding the area and corner size of figures and displaying them in tables and graphs.
- (2) Focusing on the relationship between numbers and their expressions and quantities, the ability to consider calculation methods using expression methods that suit the purpose, focusing on the elements that make up figures and their positional relationships, the properties of figures and the relationships between them, the ability to consider metric, focus on two quantities that change with them and their relationship, find out the characteristics of change and correspondence, and consider the relationship between two quantities using tables and formulas, data according to purpose. Cultivate the ability to accurately express data in tables and graphs by focusing on the characteristics and trends of the data, solve problems using them, and grasp and consider the process and results of the solution from multiple perspectives.
- (3) Develop an attitude of looking back on what was mathematically expressed and processed, looking at it from multiple perspectives, and thinking tenaciously in search of better things, and an attitude of noticing the goodness of mathematics and trying to utilize what was learned in daily life and learning.

### 2 Content

#### A Numbers and Calculations

- (1) Instruct students to acquire the following items through mathematical activities related

to how to represent integers.

- a. Acquire the following knowledge and skills:
    - Learn about the units of billions and trillions and deepen your understanding of the decimal notation system.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the group of numbers, grasping how to compare and express the size of large numbers in an integrated manner, and make use of them in daily life.
- (2) Instruct students to acquire the following items through mathematical activities related to approximate numbers.
- a. Acquire the following knowledge and skills:
    - Know when approximate numbers are used.
    - Know about rounding.
    - Estimate the results of the four arithmetic operations according to the purpose.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the scenes in daily events, think about how to process the number that suits your purpose, and make use of it in your daily life.
- (3) Instruct students to learn the following through mathematical activities related to integer division.
- a. Acquire the following knowledge and skills:
    - Understand that calculations can be made based on basic calculations when the divisor is a 1st or 2nd place and the dividend is a 2nd or 3rd place. Also, understand how to do long division.
    - Be sure to calculate the division and use appropriately.
    - Understand the following relationships regarding division:  $(\text{Dividend}) = (\text{Divisor}) \times (\text{Quotient}) + (\text{Remainder})$
    - Understand the properties necessary for division.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relationship between quantities, thinking about how to calculate and finding properties that hold true for calculations, and making use of those properties to devise calculations and confirm calculations.
- (4) Instruct students to learn the following through mathematical activities related to decimal numbers and their calculations.
- a. Acquire the following knowledge and skills:
    - Knowing to use decimals to represent multiples of a quantity.
    - Learn that decimals are represented by the same mechanism as integers, and deepen your understanding of the relative magnitude of numbers.
    - Be able to calculate decimal addition and subtraction.
    - Be able to calculate decimal multiplication and division when multipliers and divisors are integers.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the mechanism of how numbers are expressed and the units that make up numbers, think about how to calculate them, and make use of them in daily life.
- (5) Instruct students to acquire the following items through mathematical activities related to fractions and their addition and subtraction.
- a. Acquire the following knowledge and skills:
    - For simple cases, know that there are fractions of equal magnitude.
    - Be able to calculate addition and subtraction of fractions in the same denominator.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:

- Focus on the units that make up a number, search for fractions of equal size, think about how to calculate, and make use of it in daily life.
- (6) Instruct students to acquire the following items through mathematical activities related to formulas that express the relationship between quantities.
- a. Acquire the following knowledge and skills:
    - Understand the mixed formulas of the four arithmetic operations and the formulas using ( ) and calculate correctly.
    - Understand the idea of formulas and use them.
    - Express the quantity using  $\square$ ,  $\triangle$ , etc. and express the relationship in an equation, or apply the number to  $\square$ ,  $\triangle$ , etc. to investigate.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relation of quantity in the problem scene, express the relation of quantity concisely and generally, and read the meaning of the formula.
- (7) Instruct students to acquire the following items through mathematical activities related to the properties of calculations.
- a. Acquire the following knowledge and skills:
    - Deepen the understanding of the properties that hold for the four arithmetic operations.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the relationship between quantities and think about how to calculate using the properties that hold for calculation.
- (8) Students will be instructed to acquire the following items through mathematical activities related to the expression and calculation of numbers using the abacus.
- a. Acquire the following knowledge and skills:
    - Calculate addition and subtraction.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the mechanism of the abacus and think about how to calculate large and decimal numbers.

## B Geometrical Figures

- (1) Instruct students to acquire the following items through mathematical activities related to plane figures.
- a. Acquire the following knowledge and skills:
    - Understand the relationship between parallel and vertical lines.
    - Learn about parallelograms, rhombuses, and trapezoids.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the elements that make up a figure and their positional relationship, consider how to configure it, find out the properties of the figure, and recapture the figure that you have already learned based on that property.
- (2) Instruct students to acquire the following items through mathematical activities related to 3D figures.
- a. Acquire the following knowledge and skills:
    - Know about cubes and rectangular parallelepipeds.
    - Understand the parallel and vertical relationships of straight lines and planes in relation to rectangular solids.
    - Know about sketches and developments.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the elements that make up a figure and their positional relationship,

consider how to express and compose a three-dimensional figure on a plane, find out the properties of the figure, and recapture everyday events from the properties of the figure.

- (3) Instruct students to acquire the following items through mathematical activities related to the position of things.
  - a. Acquire the following knowledge and skills:
    - Understand how to represent the position of things.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focus on the factors that determine the position in a plane or space, and consider how to express that position using numbers.
- (4) Instruct students to acquire the following items through mathematical activities related to the area of plane figures.
  - a. Acquire the following knowledge and skills:
    - To know the unit of area (square centimeter (cm<sup>2</sup>), square meter (m<sup>2</sup>), square kilometer (km<sup>2</sup>)). Understand how to calculate the area of squares and rectangles.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the unit of area and the elements that make up the figure, consider how to obtain the area of the figure, and consider the relationship between the unit of area and the units learned so far.
- (5) Instruct students to acquire the following items through mathematical activities related to the size of horns.
  - a. Acquire the following knowledge and skills:
    - Take the size of the angle as the size of rotation.
    - Know the unit of angle size (degree (°)) and measure the angle size.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the size of the corners of a figure, flexibly expressing the size of the corners and making use of it in the consideration of the figure.

#### C Changes and Relationships

- (1) Instruct students to acquire the following items through mathematical activities related to the two quantities that change with it.
  - a. Acquire the following knowledge and skills:
    - Express the state of change using tables, formulas, and line graphs, and to read the characteristics of changes.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Find two quantities that change with it, pay attention to their relationship, and consider the characteristics of changes and correspondences using tables and formulas.
- (2) Instruct students to acquire the following items through mathematical activities related to the relationship between two quantities.
  - a. Acquire the following knowledge and skills:
    - For simple cases, know that proportions may be used to compare the relationship between two quantities of one and the relationship of two quantities of another.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relationship between quantities in everyday events, consider how to compare the relationship between one two quantities and the relationship between two other quantities using figures and formulas.

#### D Utilization of Data

- (1) Instruct students to acquire the following items through mathematical activities related to data collection and analysis.
  - a. Acquire the following knowledge and skills:
    - To know how to classify and organize data from two perspectives.
    - Understand the characteristics of line graphs and how to use them.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Collect and classify data according to the purpose, pay attention to the characteristics and trends of the data, select and judge an appropriate graph to solve the problem, and consider the conclusion.

〔Mathematical Activities〕

- (1) Regarding the learning shown in the contents “A Numbers and Calculation,” “B Geometrical Figures,” “C Measurement” and “D Utilization of Data,” the following mathematical activities shall be undertaken:
  - a. Find and solve math problems from daily events, check the results, and make use of them in daily life, etc.
  - b. Find and solve math problems from the mathematical learning, check the results, and consider developmentally.
  - c. Mathematically express and communicate problem-solving processes and results using diagrams and formulas.

〔Terminology / Symbols〕

sum difference product quotient more than or equal to less than or equal to less than true fraction improper fraction fraction parallel vertical diagonal plane

3 Utilization of Content

- (1) Regarding the content of (1) in “A Numbers and Calculation,” it should be mentioned that a comma may be used every three digits when expressing a large number.
- (2) Regarding the content of (2)b. and (3) in “A Numbers and Calculation,” consideration shall be given so that simple calculations can be performed in one’s head. In addition, care shall be taken to utilize mental calculations for long division and estimation.
- (3) Regarding the content of (3) in “A Numbers and Calculation,” consideration shall be given to establishing the ability to calculate integers shown in grades 1 to 4 and developing this ability.
- (4) Regarding the content of point four in (3)a. in “A Numbers and Calculation,” the property that the quotient does not change even if the divisor and the divisor are multiplied by the same number or divided by the same number shall be dealt with.
- (5) Regarding the content of point four in (4)a. in “A Numbers and Calculation,” the case where an integer is divided by an integer and the quotient becomes a decimal is also included.
- (6) Regarding the content of point one in (7)a. in “A Numbers and Calculation,” the commutative law, associative property, and distributive property shall be dealt with.
- (7) Regarding the content of (1) in “B Geometric Figures,” consideration shall be given to emphasizing operational activities such as laying out planes with parallelograms, rhombuses, and trapezoids.
- (8) Regarding the content of point four in (4)a. in “B Geometric Figures,” the unit of ar (100 sq. m; abbrev = a) and hectare (ha) shall also be mentioned.
- (9) Regarding the content of point one in (1)a. in “D Utilization of Data,” when examining the materials, it shall be dealt with to prevent omissions and overlaps.

- (10) Regarding the content of point one in (1)a. in “D Utilization of Data,” also touch on multiple series of graphs and combined graphs.

### {Grade 5}

#### 1 Objective

- (1) Understand the properties of integers, the meaning of fractions, the meaning of calculation of fractions and fractions, the formula of area, the meaning and properties of figures, the volume, speed, proportions of figures, band graphs, etc., and calculate fractions and fractions. Acquire skills such as investigating the properties of figures, finding the area and volume of figures, and expressing them in tables and graphs.
- (2) Focusing on numbers and their expressions and the meaning of calculations, consider the properties of numbers and calculation methods using expression methods that suit the purpose, the elements that make up figures and the relationships between figures and their properties; focus on two quantities that change with them and their relationships, find out the characteristics of changes and correspondences, and consider the relationship between the two quantities using tables and formulas. Collect data according to a purpose, focus on the characteristics and trends of the data, accurately express it in tables and graphs, solve problems using them, and grasp and consider the process and results of the solution from multiple perspectives.
- (3) Develop an attitude of looking back on what was mathematically expressed and processed, looking at it from multiple perspectives, and thinking tenaciously in search of better things, and an attitude of noticing the importance of mathematics and trying to utilize what was learned in daily life and learning.

#### 2 Content

##### A Numbers and Calculations

- (1) Instruct students to acquire the following items through mathematical activities related to the properties of integers and the composition of integers.
- a. Acquire the following knowledge and skills:
- Know that integers are categorized into even numbers and odd numbers when the viewpoint is determined.
  - Know about divisors and multiples.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on multiplication and division, think about how to classify integers by deciding the viewpoint, consider the composition of numbers, and make use of them in daily life.
- (2) Instruct students to acquire the following items through mathematical activities related to the representation of integers and decimals.
- a. Acquire the following knowledge and skills:
- To create a number with a size such as 10 times, 100 times, 1000 times,  $1/10$ , or  $1/100$  of a certain number by shifting the position of the decimal point.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focus on the mechanism of how numbers are expressed, consider the relative magnitude of numbers, and make effective use of them in calculations.
- (3) Instruct students to acquire the following items through mathematical activities related to multiplication and division of decimal numbers.
- a. Acquire the following knowledge and skills:

- Understand the meaning of decimal multiplication and division when a multiplier or divisor is a decimal.
  - Be able to calculate decimal multiplication and division. Also, understand the size of the remainder.
  - Understand that the same relationships and rules as for integers hold for decimal multiplication and division.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the meanings of multiplication and division, expanding the range of numbers to the case where multiplications and divisions are decimals, reconsidering the meanings of multiplication and division, thinking about how to calculate them, and making use of them in daily life.
- (4) Instruct students to acquire the following items through mathematical activities related to fractions.
- a. Acquire the following knowledge and skills:
- Converting integers and decimals to fractional forms, and representing fractions as fractions.
  - Understand that the result of integer division can always be expressed as a single number using fractions.
  - Understand that the numerator and denominator of a single fraction multiplied by the same number represents the same magnitude as the original fraction.
  - Know the equality and magnitude of fractions and compare them.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focus on the units that make up numbers, and consider the equality and magnitude relations of numbers.
  - Focus on the expression of fractions, look back on how to express the result of division, and summarize the meaning of fractions.
- (5) Instruct students to acquire the following items through mathematical activities related to addition and subtraction of fractions.
- a. Acquire the following knowledge and skills:
- Be able to calculate addition and subtraction of fractions in different denominators.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focus on the meaning and expression of fractions and think about how to calculate them.
- (6) Instruct students to acquire the following items through mathematical activities related to formulas that express the relationship between quantities.
- a. Acquire the following knowledge and skills:
- Deepen understanding of formulas that express the relationship between quantities.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focus on the correspondence between the two quantities and how they change, and consider the relationship expressed by a simple formula.

## B Geometrical Figures

- (1) Instruct students to acquire the following items through mathematical activities related to plane figures.
- a. Acquire the following knowledge and skills:
- Understand the factors that determine the shape and size of figures, and understand the congruence of figures.
  - Understand the simple properties of polygons such as triangles and quadrilaterals.

- Understand the basic properties of a regular polygon in relation to a circle.
  - Understand the meaning of pi and use it.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the elements that make up a figure and the relationships between the figures, consider how to compose the figure, discover the properties of the figure, and think and explain the properties in a logical manner.
- (2) Instruct students to acquire the following items through mathematical activities related to 3D figures.
- a. Acquire the following knowledge and skills:
- Learn about basic prisms and cylinders.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the elements that make up a figure, discover the properties of the figure, and recapture the figure that you have already learned based on that property.
- (3) Instruct students to acquire the following items through mathematical activities related to the area of plane figures.
- a. Acquire the following knowledge and skills:
- Understand how to calculate the area of triangles, parallelograms, rhombuses, and trapezoids.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the elements that make up the figure, find out how to find the area of the basic figure, look back on the expression, improve it to a concise and accurate expression, and guide it as a formula.
- (4) Instruct students to acquire the following items through mathematical activities related to the volume of solid figures.
- a. Acquire the following knowledge and skills:
- Understand the unit of volume (cubic centimeter (cm<sup>3</sup>), cubic meter (m<sup>3</sup>)).
  - Understand how to calculate the volume of cubes and rectangular parallelepipeds.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the unit of volume and the elements that make up the figure, consider how to obtain the volume of the figure, and consider the relationship between the unit of volume and the units learned so far.

### C Changes and Relationships

- (1) Instruct students to acquire the following items through mathematical activities related to the two quantities that change with it.
- a. Acquire the following knowledge and skills:
- Understand that there is a proportional relationship for simple cases.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Find two quantities that change with it, pay attention to their relationship, and consider the characteristics of changes and correspondences using tables and formulas.
- (2) Instruct students to acquire the following items through mathematical activities related to quantities, which can be regarded as the ratio of two different quantities.
- a. Acquire the following knowledge and skills:
- Understand the meaning and expression of size per unit amount such as speed, and ask for it.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the relationship between quantities, which can be regarded as the ratio of two different quantities, consider methods for comparing and expressing sizes



according to the purpose, and make use of them in daily life.

- (3) Instruct students to acquire the following items through mathematical activities related to the relationship between two quantities.
  - a. Acquire the following knowledge and skills:
    - Understand that proportions may be used when comparing the relationship between one two quantities and the relationship between another two quantities.
    - Understand how to express using percentages and find percentages.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the relationship between quantities in daily events, consider how to compare the relationship between one two quantities and the relationship between two other quantities using figures and formulas, and make use of it in daily life.

#### D Utilization of Data

- (1) Instruct students to acquire the following items through mathematical activities related to data collection and analysis.
  - a. Acquire the following knowledge and skills:
    - Understand the characteristics of pie charts and band graphs and how to use them.
    - Know how to solve statistical problems, such as collecting data and choosing the right method.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Collect and classify data according to the purpose, pay attention to the characteristics and trends of the data, select and judge an appropriate graph to solve the problem, and consider the conclusion from multiple perspectives.
- (2) Instruct students to acquire the following items through mathematical activities related to the method of averaging the measurement results.
  - a. Acquire the following knowledge and skills:
    - Understand the meaning of the average.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on a general idea, consider how to average the measured results, and apply it to learning and daily life.

#### {Mathematical Activities}

- (1) Regarding the learning shown in the contents “A Numbers and Calculation,” “B Geometrical Figures,” “C Measurement” and “D Utilization of Data,” the following mathematical activities shall be undertaken:
  - a. Find and solve math problems from daily events, check the results, and make use of them in daily life, etc.
  - b. Find and solve math problems from the math learning scene, check the results, and consider developmentally.
  - c. Mathematically express and communicate problem-solving processes and results using diagrams and formulas.

#### {Terminology / Symbols}

greatest common divisor    least common multiple    reduction to common denominator  
reduction of fraction    bottom face    side face    proportion    %

### 3 Utilization of Content

- (1) Regarding the content of point one of (1)a. in “A Numbers and Calculations,” it shall be handled according to the specific situation without being biased toward formally obtaining the greatest common divisor and the least common multiple.
- (2) Regarding the content of (1) in “B Geometric Figures,” consideration shall be given to emphasizing operational activities such as laying out planes with congruent figures.
- (3) Regarding the content of point four in (1)a. in “B Geometric Figures,” the circumference ratio of a circle shall be 3.14.
- (4) Regarding the content of point two in (3)a. in “C Change and Relationship,” touch on how to express percentages.
- (5) Regarding the content of (1) in “D Utilization of Data,” also touch on comparing multiple bar graphs.

### [Grade 6]

#### 1 Objective

- (1) Understand the meaning of fraction calculation, formulas using letters, meaning of figures, volume of figures, proportionality, tables showing frequency distribution, etc., as well as calculation of fractions, composition of figures, area of figures, etc. Acquire skills such as finding volume and expressing in tables and graphs.
- (2) Focusing on numbers and their expressions and the meaning of calculations, students will develop and find problems, and at the same time, develop the ability to consider how to express numbers and how to calculate while using various expression methods according to the purpose. Focusing on the constituent elements and relationships between figures, consider the properties of figures and the metric of figures, focusing on the two quantities that change with them and their relationships, and finding the characteristics of corresponding changes. Collect data according to a purpose and consider the relationship between quantities using tables, formulas, and graphs, and problems set from personal events, and select an appropriate method by paying attention to the characteristics and trends of the data. Develop the ability to analyze and use them to solve problems and to critically consider the process and results of solutions.
- (3) Develop an attitude of looking back on what was mathematically expressed and processed, looking at it from multiple perspectives, and thinking tenaciously in search of better things, and an attitude of noticing the goodness of mathematics and trying to utilize what was learned in daily life and learning.

#### 2 Content

##### A Numbers and Calculations

- (1) Instruct students to acquire the following items through mathematical activities related to multiplication and division of fractions.
  - a. Acquire the following knowledge and skills:
    - Understand the meaning of multiplication and division of fractions, including when multipliers and divisors are integers and fractions.
    - Be able to multiply and divide fractions.
    - Understand that the same relationships and rules as for integers hold for multiplication and division of fractions.
  - b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
    - Focusing on the meaning and expression of numbers and the properties that hold for calculations, consider the calculation method from multiple perspectives.

(2) Instruct students to acquire the following items through mathematical activities related to formulas that express the relationship between quantities.

- a. Acquire the following knowledge and skills:
  - Use letters such as  $a$  and  $x$  instead of words that represent quantities and letters such as  $\square$  and  $\triangle$  to express them in formulas, or apply numbers to letters to find out.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Focusing on the relation of quantity in the problem scene, express the relation of quantity concisely and generally, and read the meaning of the formula.

## B Geometrical Figures

(1) Instruct students to acquire the following items through mathematical activities related to plane figures.

- a. Acquire the following knowledge and skills:
  - Understand scaled-down and magnified views.
  - Understand symmetric shapes.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Focusing on the elements that make up a figure and the relationships between the figures, consider how to compose the figure and discover the properties of the figure, and based on that property, recapture the learned figure and make use of it in daily life.

(2) Students will be instructed to acquire the following items through mathematical activities related to the outline of the shapes around them and the approximate area.

- a. Acquire the following knowledge and skills:
  - Grasp the outline of the shapes around you and find the approximate area.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Focusing on the elements and properties that make up a figure, think about how to find the area, etc., and make use of it in daily life.

(3) Instruct students to acquire the following items through mathematical activities related to the area of plane figures.

- a. Acquire the following knowledge and skills:
  - Understand how to calculate the area of a circle.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Focusing on the elements that make up the figure, find out how to find the area of the basic figure, look back on the expression, improve it to a concise and accurate expression, and guide it as a formula.

(4) Instruct students to acquire the following items through mathematical activities related to the volume of solid figures.

- a. Acquire the following knowledge and skills:
  - Understand how to calculate the basic volume of prisms and cylinders.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
  - Focusing on the elements that make up the figure, find out how to find the volume of the basic figure, look back on the expression, improve it to a concise and accurate expression, and guide it as a formula.

## C Changes and Relationships

Instruct students to acquire the following items through mathematical activities related to the two quantities that change with it.

- a. Acquire the following knowledge and skills:

- Understand the meaning and nature of proportional relationships.
  - Understand how to solve problems using proportional relationships.
  - Understand about the inverse proportional relationship.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Find two quantities that change with it, pay attention to their relationship, express those relationships using tables, formulas, and graphs according to the purpose, find out the characteristics of changes and correspondence, and put them into daily life. To make use of it.
- (2) Instruct students to acquire the following items through mathematical activities related to the relationship between two quantities.
- a. Acquire the following knowledge and skills:
- Understand the meaning and expression of ratios, and express the relationship between quantities as a ratio or create equal ratios.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focusing on the relationship between quantities in daily events, consider how to compare the relationship between quantities using figures and formulas, and make use of it in daily life.

#### D Utilization of Data

- (1) Instruct students to acquire the following items through mathematical activities related to data collection and analysis.
- a. Acquire the following knowledge and skills:
- Understand the meaning of representative values and how to obtain them.
  - Understand the characteristics of tables and graphs that represent frequency distributions and how to use them.
  - To know how to solve statistical problems, such as collecting data and selecting appropriate methods according to the purpose.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Collect and classify data according to the purpose, pay attention to the characteristics and trends of the data, judge the conclusion of the problem using representative values, etc., and critically consider its validity.
- (2) Instruct students to learn the following through mathematical activities related to possible cases.
- a. Acquire the following knowledge and skills:
- To know how to use figures and tables to organize possible cases in order.
- b. Acquire the following thinking ability, judgment ability, expressive ability, etc.:
- Focus on the characteristics of the event, decide the viewpoint to organize them in order, and consider a method to investigate without omission or overlap.

#### {Mathematical Activities}

- (1) Regarding the learning shown in the contents “A Numbers and Calculation,” “B Geometrical Figures,” “C Measurement” and “D Utilization of Data,” the following mathematical activities shall be undertaken:
- a. Mathematically grasp daily events, find and solve problems, look back on the solution process, improve results and methods, and utilize them in daily life, etc.
- b. Find and solve math problems from the learning scene of math, look back on the solution process, and consider in an integrated and developmental manner
- c. Mathematically express and communicate problem-solving processes and results using

diagrams and formulas according to the purpose

{Terminology / Symbols}

line symmetry    point symmetry    symmetric axis    center of symmetry    ratio value    dot plot

average value    median value    mode value    rank    :

### 3 Utilization of Content

- (1) Regarding the content of (1) in "A Numbers and Calculation," also consider division as a multiplication calculation using the reciprocal, and to summarize the multiplication and division of integers and fractions into the calculation in the case of fractions.
- (2) Regarding the content of (1) in "A Numbers and Calculation," consideration shall be given to establishing the ability to calculate decimal numbers and fractions shown in grades 3 to 6 and developing the ability to use them.
- (3) Regarding the content of point one in (3)a. in "B Geometric Figures," the circumference ratio of a circle shall be 3.14.

## III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 The following points shall be taken into consideration when creating the instruction plan.

- (1) Develop the qualities and abilities to be nurtured in the unit by looking at the contents and time, and to realize the children's independent, interactive and deep learning through mathematical activities. At that time, while using mathematical viewpoints and ideas, grasp everyday events mathematically, find arithmetic problems, solve problems independently and collaboratively, look back on the learning process, and form concepts. To enhance learning such as.
- (2) The contents of section II for each grade should be continuously instructed as necessary even after the advancing to the next grade. In order to master and maintain basic abilities regarding quantities and figures, provide appropriate practice opportunities and provide systematic guidance. At that time, when giving the guidance listed in point two of 3.2.c. in part two of Chapter 1 General Provisions, the aim of the guidance should be clarified, and the content and time of the unit should be expected. To systematically instruct students to develop their qualities and abilities evenly. In addition, in order to smoothly connect the teaching contents of the school year, the learning guidance should be promoted by appropriate repetition.
- (3) Establish the relationship of instruction between "A Numbers and Calculation," "B Geometric Figure," "C Measurement," "C Change and Relationships" and "D Utilization of Data" in the contents of section II for each grade.
- (4) In the lower grades, based on Chapter 1 General Provisions 2-4 (1), actively promote relationships with other subjects, etc. to enhance the effect of instruction, and in the early childhood shown in the Kindergarten Education Guidelines, etc. consider the relationship with expectations. In particular, at the beginning of elementary school, devise measures such as providing comprehensive and related guidance centered on life sciences and setting flexible timetables.
- (5) For children with disabilities, systematically devise instruction content and instruction methods according to the difficulties that arise when conducting learning activities.
- (6) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), while considering the relationship with morals, etc., the characteristics of the mathematics department regarding the contents shown in Chapter 3 Special Subjects Morals, give

appropriate guidance according to the situation.

2 Regarding the handling of the content in section II, the following matters shall be taken into consideration:

- (1) In order to develop thinking ability, judgment ability, expressive ability, etc., when teaching the contents of each grade, think and explain using concrete objects, figures, words, numbers, formulas, tables, graphs, etc. Actively incorporate learning activities such as expressing and communicating each other's ideas, learning from each other, and enhancing each other.
- (2) Appropriate use of computers, etc., when necessary, in order to enrich the sense of quantities and figures, and to enhance the ability to express using tables and graphs. In addition, when conducting learning activities to acquire logical thinking ability while experiencing the programming listed in Chapter 1, General Provisions, 3-1, (3), for example, while considering the burden on children, for example, It is necessary to perform accurate repetitive work in relation to the learning of drawing a regular polygon in (1) of "B Geometric Figures" of [5th Grade] of section II for each grade, and by further changing parts. Introduce situations with various regular polygons in the same way.
- (3) In teaching each area, students can experience the quantity and figures through learning that involves concrete experiences such as manipulating concrete objects, observing daily events, and solving math problems that are familiar to children. Provide an opportunity to understand and realize the significance of learning mathematics.
- (4) The [Terms / Symbols] in the contents of section II are shown to clarify the degree and scope of the contents to be taken up in the relevant grade, and are closely related to the contents of each grade in the guidance. Introduce to students so that they can understand the importance of expressing and thinking using them.
- (5) Foster a rich sense of quantity and figures, and to be able to grasp the approximate size and shape, make appropriate decisions based on them, and come up with efficient processing methods.
- (6) Emphasis should be placed on acquiring the skills of long division calculation, and the calculation result should be estimated according to the purpose so that the calculation method and result can be judged appropriately. In addition, when teaching the content of "A Numbers and Calculations" in the lower grades, deepen understanding of the meaning of numbers and calculations by using teaching tools such as abacus and concrete objects as appropriate.

3 The following items shall be taken into consideration in the efforts of mathematical activities:

- (1) Mathematical activities are for surely acquiring basic and basic knowledge and skills, improving thinking ability, judgment ability, expressive ability, etc., and realizing the joy and significance of learning mathematics. , Since it plays an important role, the matters shown in "A Numbers and Calculation," "B Geometric Figures," "C Measurement," "C Change and Relationships" and "D Utilization of Data" in each grade.
- (2) Provide opportunities to enjoy mathematical activities.
- (3) Understand how to solve math problems, find problems on your own, formulate and implement ideas for solving them, and provide opportunities to evaluate and improve the results.
- (4) Provide opportunities to relate concrete objects, figures, numbers, formulas, tables, and graphs to each other.

- (5) Provide opportunities to learn from each other by sharing ideas with friends, to look back on the learning process and results, and to realize that the problem was solved better.

## Section 4 SCIENCE

### I OVERALL OBJECTIVES

Foster the qualities and abilities necessary to scientifically solve problems related to natural things and phenomena by familiarizing yourself with nature, exercising science perspectives and ideas, and conducting observations and experiments with a perspective.

- (1) Understand natural things and phenomena and acquire basic skills related to observation and experiments.
- (2) Develop problem-solving skills through observations and experiments.
- (3) Develop a feeling of love for nature and an attitude of proactively trying to solve problems.

### II OBJECTIVES AND CONTENT FOR EACH GRADE

#### {Grade 3}

##### 1 Objectives

###### (1) Material / Energy

- ① Understand the properties of objects, the action of wind and rubber forces, the properties of light and sound, the properties of magnets, and electrical circuits, and acquire basic skills related to observation and experiments.
- ② While pursuing the properties of objects, the action of wind and rubber forces, the properties of light and sound, the properties of magnets, and electrical circuits, we will develop the ability to find problems mainly based on differences and commonalities.
- ③ While pursuing the properties of things, the action of wind and rubber, the properties of light and sound, the properties of magnets, and the circuits of electricity, we cultivate an attitude of proactively trying to solve problems.

###### (2) Life / Earth

- ① Understand the creatures around you, the state of the sun and the ground, and acquire basic skills related to observation and experiments.
- ② While pursuing the surrounding creatures, the state of the sun and the ground, develop the ability to find problems mainly based on differences and commonalities.
- ③ While pursuing the surrounding creatures, the state of the sun and the ground, he tries to solve problems independently and with an attitude of protecting the creatures.

##### 2 Content

###### A Material / Energy

###### (1) Objects and Weight

Instruct students to acquire the following items through activities to investigate the properties of objects by focusing on their shapes and volumes and comparing their weights.

a. Understand the following and acquire skills through observation and experiments:

- The weight of an object should not change even if its shape changes.
- Objects may have the same volume but different weights.

b. While pursuing the relationship between the shape and volume of an object and its weight, find and express problems with the properties of the object based on the differences and commonalities.

###### (2) The Working Forces of Wind and Rubber

Instruct students to learn the following items through activities that focus on the movement of



force and objects and compare them to investigate the action of the force of wind and rubber.

- a. Understand the following and acquire skills through observation and experiments:
  - The power of the wind is to be able to move things. Also, changing the magnitude of the force of the wind changes the way things move.
  - The power of rubber is that it can move things. Also, changing the magnitude of the force of rubber changes the way things move.
- b. While pursuing how things move with the force of wind and rubber, find and express problems with the action of the force of wind and rubber based on the differences and commonalities.

### (3) The Nature of Light and Sound

Investigate the properties of light and sound by focusing on the brightness and warmth when exposed to light and the way the sound trembles when shining, and comparing the differences when changing the intensity of light and the loudness of sound. Instruct students to acquire the following items through activities.

- a. Understand the following and acquire skills through observation and experiments:
  - Sunlight can go straight and be collected and reflected.
  - When an object is exposed to sunlight, the brightness and warmth of the object changes.
  - When an object makes a sound or is transmitted, the object is trembling. Also, when the loudness of the sound changes, the way things tremble changes.
- b. While pursuing the state of brightness and warmth when exposed to light and the state of trembling when making sound, we found and expressed problems with the nature of light and sound based on the differences and commonalities. To do.

### (4) Magnetic Properties

Students will be instructed to learn the following items through activities that focus on the properties of magnets when they are brought close to personal objects and compare them.

- a. Understand the following and acquire skills through observation and experiments:
  - Some things are attracted to the magnet and some are not. Also, there must be something that becomes a magnet when brought close to the magnet.
  - The different poles of the magnet should attract each other, and the same pole should reject each other.
- b. Finding and expressing problems with the properties of magnets based on differences and commonalities while pursuing the appearance of magnets when they are brought close to personal objects.

### (5) Electrical Paths

Regarding electric circuits, paying attention to how to connect dry batteries and miniature bulbs and the state of things connected to dry batteries, through activities to compare how to connect when electricity is passed and when it is not passed, the following items are learned.

- a. Understand the following and acquire skills through observation and experiments:
  - There is a way to connect electricity and a way to connect it without electricity.
  - There are things that conduct electricity and things that do not.
- b. While pursuing how to connect dry batteries and miniature bulbs and the state of things connected to dry batteries, find and express problems with electric circuits based on differences and commonalities.

## B Life / Earth

### (1) Living Things Around Us

While searching for and raising living things around us, we will focus on their appearance,

surrounding environment, growth process and body structure, and acquire the following items through activities to compare and investigate them.

- a. Understand the following and acquire skills through observation and experiments:
  - Organisms have different shapes such as color, shape, and size, and have a connection with other living things in the surrounding environment.
  - There is a certain order in how insects grow. Also, the adult body should consist of the head, chest and abdomen.
  - There is a certain order in how plants grow. Also, the body should be made up of roots, stems and leaves.
- b. In pursuing the state of living things around us, we will find and express problems related to the relationship between living things around us and the environment, the rules of growth of insects and plants, and the structure of our bodies, based on the differences and commonalities.

(2) State of the Sun and the Ground

Students will be instructed to learn the following items through activities to investigate the relationship between the sun and the state of the ground, focusing on the state of the sun and the shade, and comparing them.

- a. Understand the following and acquire skills through observation and experiments:
  - The shade can block the sunlight, and the position of the shade changes with changes in the position of the sun.
  - The ground is warmed by the sun, and there is a difference in the warmth and dampness of the ground between the sun and the shade.
- b. While pursuing the state of the sun and the shade, find and express the problem of the relationship between the state of the sun and the state of the ground based on the differences and commonalities.

3 Utilization of the Content

- (1) In teaching the content "A Material / Energy," three or more types of manufacturing shall be carried out.
- (2) Regarding the content of point one of (4)a. in "A Material / Energy," it should be mentioned that the force that a magnet attracts an object changes depending on the distance between the magnet and the object.
- (3) Regarding the content of (1) in "B Life / Earth," cover the following:
  - a. For the content of points two and three in a., introduce through breeding and cultivation.
  - b. For the content of point three in a. "How to grow plants," use summer annual dicotyledonous plants.
- (4) Regarding the content of point one of (2)a. in "Change in the position of the sun," cover the change from east to south and west. In addition, the orientation when examining the position of the sun shall deal with east, west, south, and north.

{Grade 4}

1 Objectives

- (1) Materials / Energy
  - ① Understand the properties of air, water and metals, and the function of electric current, and acquire basic skills related to observation and experiments.
  - ② While pursuing the properties of air, water and metals, and the function of electric current, develop the ability to come up with grounded predictions and hypotheses, mainly based on

what you have learned and your life experience.

- ③ While pursuing the properties of air, water and metals, and the function of electric current, cultivate an attitude of proactively trying to solve problems.
- (2) Life / Earth
  - ① Basic skills related to understanding, observing, and experimenting with the structure and movement of the human body, the relationship between animal activity and plant growth and the environment, the whereabouts of rainwater and the state of the ground, meteorological phenomena, the moon and stars, etc.
  - ② While pursuing the structure and movement of the human body, learn about the relationship between animal activity and plant growth and the environment, the whereabouts of rainwater and the state of the ground, meteorological phenomena, and the moon and stars. Based on this, develop the ability to come up with grounded expectations and hypotheses.
  - ③ While pursuing the structure and movement of the human body, the relationship between animal activities and plant growth and the environment, the whereabouts of rainwater and the state of the ground, meteorological phenomena, the moon and stars, develop an attitude of protecting living things and trying to solve problems.

## 2 Content

### A Materials / Energy

#### (1) The Nature of Air and Water

Students will be instructed to acquire the following items through activities that focus on changes in volume and pressing force regarding the properties of air and water, and investigate the relationship between them and the pressing force.

- a. Understand the following and acquire skills through observation and experiments:
  - When the trapped air is compressed, the volume decreases, but the force to press it back increases.
  - The trapped air should be compressed and contracted, but the water should not be compressed and contracted.
- b. While pursuing the properties of air and water, based on what students have learned and experienced, come up with grounded predictions and hypotheses about the relationship between the volume of air and water and the change in the pressing force and the pressing force.

#### (2) Metal, Water, Air and Temperature

Guidance is given so that students can acquire the following items through activities to investigate the properties of metals, water, and air by focusing on changes in volume and state and how heat is transferred, and relating them to changes in temperature.

- a. Understand the following and acquire skills through observation and experiments:
  - The volumes of metals, water, and air change when heated or cooled, but to varying degrees.
  - Metal warms in order from the heated part, but water and air move the heated part and warm the whole.
  - Water changes to water vapor or ice depending on the temperature. Also, when water turns into ice, its volume increases.
- b. While pursuing the properties of metal, water and air, based on the contents learned and life experience, come up with and express a certain expectation or hypothesis for changes in volume and state when the temperature of metal, water and air is changed, and how heat is transferred.

### (3) How Electric Current Works

Regarding the function of electric current, pay attention to the magnitude and direction of electric current and the state of things connected to dry batteries, and instruct them to acquire the following items through activities to relate and investigate them.

- a. Understand the following and acquire skills through observation and experiments:
  - If you change the number and connection of batteries, the magnitude and direction of the current will change, and the brightness of the miniature bulb and the way the motor will rotate will change.
- b. While pursuing the function of electric current, based on the contents learned and life experience, devise and express grounded expectations and hypotheses about the relationship between the magnitude and direction of electric current and the state of things connected to dry batteries.

## B Life / Earth

### (1) Human Body Structure and Exercise

Guidance will be given to humans and other animals so that they can acquire the following items through activities that focus on the structure and function of bones and muscles and relate them to each other.

- a. Understand the following and acquire skills through observation and experiments:
  - The human body has bones and muscles.
  - People can move their bodies because of the work of bones and muscles.
- b. While pursuing humans and other animals, conceive and express grounded expectations and hypotheses about the formation and function of bones and muscles of humans and other animals based on the contents learned and life experience.

### (2) Seasons and Living Things

While searching for and raising familiar animals and plants, learn about the following items through activities that focus on animal activities, plant growth and seasonal changes, and investigate them in relation to each other.

- a. Understand the following and acquire skills through observation and experiments:
  - Animal activity varies depending on the warm and cold seasons.
  - The growth of plants differs depending on the warm season and the cold season.
- b. While pursuing familiar animals and plants, devise and express grounded expectations and hypotheses about seasonal animal activities and changes in plant growth based on the contents learned and life experience.

### (3) The Whereabouts of Rainwater and the State of the Ground

Students learn the following items through activities that focus on the flow and penetration of rainwater and the state of the ground, and relate them to the inclination of the ground and the size of soil grains.

- a. Understand the following and acquire skills through observation and experiments:
  - Water flows from a high place to a low place and collects.
  - How water soaks in depends on the size of the soil grains.
- b. While pursuing the whereabouts of rainwater and the state of the ground, based on the contents learned and life experience, come up with and express hypotheses about the relationship between the flow and penetration of rainwater and the inclination of the ground and the size of soil grains.

### (4) State of the Weather

Guide students to acquire the following items through activities to investigate the weather and water conditions in the natural world by focusing on the temperature and whereabouts of water and relating them to the weather conditions and changes in water conditions.

- a. Understand the following and acquire skills through observation and experiments:
  - There are differences in how the daily temperature changes depending on the weather.
  - Water evaporates from the surface of the water or the ground, becomes water vapor, and is contained in the air. In addition, water vapor in the air may condense and reappear as water.
- b. While pursuing the weather and the state of water in the natural world, based on what we have learned and living experience, come up with and express and hypotheses about the relationship between the state of the weather and changes in water conditions and the temperature and whereabouts of water.

(5) The Moon and Stars

Students will be instructed to acquire the following items through activities to investigate the characteristics of the moon and stars by focusing on changes in position and the passage of time.

- a. Understand the following and acquire skills through observation and experiments:
  - The shape of the moon changes depending on the day, and the position of the moon changes depending on the time of day.
  - There are stars with different brightness and colors in the sky.
  - The arrangement of stars does not change depending on the time of day, but the position changes.
- b. While pursuing the characteristics of the moon and stars, based on the contents learned and life experience, devise and express grounded predictions and hypotheses about the relationship between changes in the position of the moon and stars and the passage of time.

3 Utilization of the Content

- (1) Regarding the content of point one in (3)a. of “A Material / Energy,” series connection and parallel connection shall be dealt with.
- (2) In the guidance of “A Material / Energy,” two or more types of manufacturing shall be carried out.
- (3) Regarding the content of point two in (1)a. of “B Life / Earth,” the function of joints shall be dealt with.
- (4) Regarding the content of (2) in “B Life / Earth,” two or more types of animal activity and plant growth shall be observed throughout the year.

{Grade 5}

1 Objectives

- (1) Material / Energy
  - ① Understand how things melt, the movement of the pendulum, and the magnetic force generated by electric current, and acquire basic skills related to observation and experiments.
  - ② While pursuing how things melt, the movement of the pendulum, and the magnetic force generated by electric current, we will develop the ability to come up with solutions, mainly based on expectations and hypotheses.
  - ③ While pursuing how things melt, the movement of the pendulum, and the magnetic force generated by electric current, cultivate an attitude of proactively trying to solve problems.
- (2) Life / Earth
  - ① Understand the continuity of life, the workings of flowing water, and the regularity of meteorological phenomena, and acquire basic skills related to observation and experiments.
  - ② While pursuing the continuity of life, the workings of flowing water, and the regularity of

meteorological phenomena, we will develop the ability to come up with solutions, mainly based on expectations and hypotheses.

- ③ While pursuing the continuity of life, the workings of flowing water, and the regularity of meteorological phenomena, cultivate an attitude of respecting life and an attitude of proactively trying to solve problems.

## 2 Content

### A Material / Energy

#### (1) How Things Melt

Students will be instructed to learn the following items through activities that focus on the amount and state of melting of things and control conditions such as the temperature and amount of water.

- a. Understand the following and acquire skills through observation and experiments:
- Even if an object dissolves in water, the combined weight of the water and the object does not change.
  - There is a limit to the amount of things that can be dissolved in water.
  - The amount of an object that dissolves in water depends on the temperature and amount of water and the amount of the substance that dissolves. In addition, it should be possible to take out melted substances by utilizing this property.
- b. While pursuing how things melt, come up with and express solutions based on expectations and hypotheses about the regularity of things melting.

#### (2) Pendulum Movement

Guidance to learn the following items through activities to investigate the regularity of pendulum movement while focusing on the time it takes for the pendulum to make one round trip and controlling conditions such as the weight of the weight and the length of the pendulum.

- a. Understand the following and acquire skills through observation and experiments:
- The time it takes for the pendulum to make one round trip does not change depending on the weight of the weight, but it depends on the length of the pendulum.
- b. While pursuing the regularity of the movement of the pendulum, devise and express a solution method based on the predictions and hypotheses about the conditions related to the time when the pendulum makes one round trip.

#### (3) Magnetic Force Created by Electric Current

Students will be instructed to learn the following items through activities to investigate the magnetic force generated by an electric current, paying attention to the magnitude and direction of the electric current, the number of coil turns, etc., while controlling those conditions.

- a. Understand the following and acquire skills through observation and experiments:
- The coil in which the current is flowing has the function of magnetizing the iron core, and when the direction of the current changes, the pole of the electromagnet also changes.
  - The strength of the electromagnet changes depending on the magnitude of the current and the number of turns of the conducting wire.
- b. While pursuing the magnetic force generated by the electric current, devise and express a solution method based on the predictions and hypotheses about the conditions related to the strength of the magnetic force generated by the electric current.

### B Life / Earth

#### (1) Plant Germination, Growth, Fruiting

Students will be instructed to learn the following items through activities that focus on

germination, growth, and fruiting of plants and control the conditions related to them.

- a. Understand the following and acquire skills through observation and experiments:
  - Plants should germinate based on the nutrients in the seeds.
  - Water, air and temperature are involved in the germination of plants.
  - Sunlight and fertilizer are involved in the growth of plants.
  - There are stamens and pistils in the flowers, and when pollen is attached to the tip of the pistil, the source of the pistil becomes fruit and seeds are formed in the fruit.
- b. While pursuing how to grow plants, devise and express solutions based on expectations and hypotheses about germination, growth and fruiting of plants and the conditions related to them.

## (2) Birth of Animals

Regarding the development and growth of animals, while raising fish and utilizing materials on human development, focus on the appearance of eggs and embryos and investigate the following items in relation to the passage of time:

- a. Understand the following and acquire skills through observation and experiments:
  - There are males and females in fish, and the appearance of the laid eggs changes as the days go by.
  - A person is born by growing up in the mother's body.
- b. While pursuing the development and growth of animals, devise and express a solution method based on expectations and hypotheses about the state and progress of animal development and growth.

## (3) The Function of Flowing Water and Changes in Land

Students will be instructed to acquire the following items through activities to investigate the function of flowing water and changes in land, focusing on the speed and amount of water and controlling those conditions.

- a. Understand the following and acquire skills through observation and experiments:
  - Flowing water has the function of eroding the land and transporting and depositing stones and soil.
  - There are differences in the size and shape of the stones in the river depending on whether they are upstream or downstream.
  - Depending on how it rains, the speed and amount of flowing water may change, and the appearance of the land may change significantly due to increased water.
- b. While pursuing the function of flowing water, devise and express a solution method based on expectations and hypotheses about the relationship between the function of flowing water and changes in land.

## (4) Changes in Weather

Utilize activities to investigate how the weather changes by focusing on the amount and movement of clouds while observing the state of clouds and utilizing weather information such as images, and relating them to changes in the weather.

- a. Understand the following and acquire skills through observation and experiments:
  - Changes in the weather are related to the amount and movement of clouds.
  - Changes in the weather can be predicted using weather information such as images.
- b. While pursuing how the weather changes, come up with and express a solution based on expectations and hypotheses about the relationship between the way the weather changes and the amount and movement of clouds.

## 3 Utilization of the Content

- (1) In teaching the content "A Material / Energy," two or more types of manufacturing shall be

carried out.

- (2) Regarding the content of (1) in “A Material / Energy,” mention that the dissolved substance spreads evenly in the aqueous solution.
- (3) Regarding the content of (1) in “B Life / Earth,” it shall be handled as follows:
  - a. For “nutrients in seeds” in point one of a., use starch.
  - b. Regarding point four of a., investigate stamens, pistils, calyxes and petals. Also, mention that pollination is related to wind and insects.
- (4) Regarding the content of point two in (2)a. “B Life / Earth,” the process leading to human fertilization shall not be dealt with.
- (5) Regarding the content of point three in (3)a. “B Life / Earth,” also touch on natural disasters.
- (6) Regarding the content of point two in (4)a. “B Life / Earth,” mention the changes in the weather due to the course of the typhoon, the relationship between the typhoon and rainfall, and the natural disasters that accompany it.

### {Grade 6}

#### 1 Objectives

##### (1) Material / Energy

- ① Understand the mechanism of combustion, the properties of aqueous solutions, the regularity of levers, and the properties and functions of electricity, and acquire basic skills related to observation and experiments.
- ② While pursuing the mechanism of combustion, the properties of aqueous solutions, the regularity of levers, and the properties and functions of electricity, we will cultivate the ability to create more reasonable ideas mainly about those mechanisms, properties, regularity, and functions.
- ③ While pursuing the mechanism of combustion, the properties of aqueous solutions, the regularity of levers, and the properties and functions of electricity, cultivate an attitude of proactively trying to solve problems.

##### (2) Life / Earth

- ① Understand the structure and work of living organisms, the relationship between living organisms and the environment, the formation and change of land, the appearance of the shape of the moon and the positional relationship with the sun, and acquire basic skills related to observation and experiments.
- ② While pursuing the structure and work of the body of living things, develop the ability to create more valid ideas about the relationship between living things and the environment, the structure and change of land, the appearance of the shape of the moon and the positional relationship with the sun, they are mainly the functions, relationships, changes and relationships.
- ③ Respecting life and proactively solving problems while pursuing the structure and work of living organisms, develop an attitude of trying to understand the relationship between living organisms and the environment, the formation and change of land, the appearance of the shape of the moon and the positional relationship with the sun.

#### 2 Content

##### A Material / Energy

##### (1) Combustion Mechanism

Regarding the mechanism of combustion, focus on changes in the air and instruct students to



acquire the following items through activities to investigate how things burn from multiple perspectives.

- a. Understand the following and acquire skills through observation and experiments:
  - When a plant burns, oxygen in the air is used to produce carbon dioxide.
- b. In pursuing the mechanism of combustion, create and express a more appropriate idea about the change in air when an object burns.

#### (2) Properties of Aqueous Solution

Students will be instructed to learn the following items through activities that focus on dissolved substances in aqueous solutions and investigate the differences in the properties and functions of aqueous solutions from multiple perspectives.

- a. Understand the following and acquire skills through observation and experiments:
  - The aqueous solution should be acidic, alkaline and neutral.
  - Some aqueous solutions have a dissolved gas.
  - Some aqueous solutions change metal.
- b. While pursuing the properties and functions of aqueous solutions, create and express more appropriate ideas about the differences in properties and functions depending on what is dissolved.

#### (3) Lever Regularity

With regard to the regularity of the lever, focus on the position where the force is applied and the magnitude of the force, and teach the students to acquire the following items through activities to investigate the function of the lever from various aspects.

- a. Understand the following and acquire skills through observation and experiments:
  - When the position where the force is applied and the magnitude of the force are changed, the function of tilting the lever changes, and when the levers are balanced, there is regularity between them.
  - There are tools around us that make use of the regularity of the lever.
- b. In pursuing the regularity of the lever, create and express a more appropriate idea about the position where the force is applied and the relationship between the magnitude of the force and the function of the lever.

#### (4) Use of Electricity

With regard to power generation, storage, and conversion of electricity, focus on the amount and function of electricity and teach them to acquire the following items through activities to investigate them from multiple perspectives.

- a. Understand the following and acquire skills through observation and experiments:
  - Electricity can be created and stored.
  - Electricity can be converted into light, sound, heat, motion, etc.
  - There are tools around us that utilize the properties and functions of electricity.
- b. In pursuing the nature and function of electricity, create and express more appropriate ideas about the relationship between the amount of electricity and the function, power generation, storage, and conversion of electricity.

### B Life / Earth

#### (1) Human Body Structure and How Bodies Work

Give guidance on humans and other animals so that they can acquire the following items through activities that focus on body structure and the functions of breathing, digestion, excretion, and circulation, and multifacetedly investigate the functions of sustaining life.

- a. Understand the following and acquire skills through observation and experiments:
  - Oxygen is taken into the body and carbon dioxide is emitted outside the body.

- Food is digested and absorbed while passing through the mouth, stomach, intestines, etc., and unabsorbed food is excreted.
  - Blood travels around the body by the work of the heart, carrying nutrients, oxygen, carbon dioxide, and so on.
  - There are various organs in the body to maintain vital activity.
- b. In pursuing the body structure and function of humans and other animals, create and express more reasonable ideas about the body structure and the functions of breathing, digestion, excretion and circulation.

(2) Plant Nutrients and Water Paths

Focusing on the structure of the body, the whereabouts of water in the body, and the function of producing nutrients from the leaves of plants, acquire knowledge of the following items through activities that multifacetedly investigate the functions of sustaining life.

- a. Understand the following and acquire skills through observation and experiments:
- Starch is formed when the leaves of a plant are exposed to sunlight.
  - The roots, stems and leaves have water passages, and the water sucked up from the roots is mainly discharged from the leaves by transpiration.
- b. In pursuing the structure and function of the body of a plant, create and express a more appropriate idea about the structure of the body, the whereabouts of water in the body, and the function of producing nutrients from leaves.

(3) Living Things and the Environment

While observing the lives of animals and plants and utilizing materials regarding living things and the environment, focus on the relationship between living things and the environment and acquire the following items through activities to investigate them from multiple perspectives.

- a. Understand the following and acquire skills through observation and experiments:
- Organisms live in connection with the surrounding environment through water and air.
  - Living things are part of a food chain.
  - People are involved in the environment and are living ingeniously.
- b. In learning about living things and the environment, create and express more reasonable ideas about the relationship between living things and the environment.

(4) Land Creation and Change

Regarding the creation and change of land, focus on the land and the things contained in it, and instruct students to acquire the following items through activities to investigate the creation and formation of land from various aspects.

- a. Understand the following and acquire skills through observation and experiments:
- The land is made up of gravel, sand, mud, volcanic ash, etc., and some of them are spread out in layers. In addition, some layers contain fossils.
  - The formation can be created by the action of flowing water and the eruption of a volcano.
  - Land changes due to volcanic eruptions and earthquakes.
- b. To create and express a more appropriate idea about how to create and create land while pursuing the creation and change of land.

(5) The Moon and Sun

Regarding the appearance of the shape of the moon, focus on the positions of the moon and the sun, and teach them to acquire the following items through activities to investigate their positional relationships from multiple perspectives.

- a. Understand the following and acquire skills through observation and experiments:
- The sun is on the shining side of the moon. Also, the appearance of the shape of the

moon changes depending on the positional relationship between the sun and the moon.

- b. In learning how the shape of the moon looks, create and express a more appropriate idea about the position of the moon and the relationship between the shape and the position of the sun.

### 3 Utilization of the Content

- (1) In teaching the content “A Material / Energy,” two or more types of manufacturing shall be carried out.
- (2) Regarding the content of point one in (4)a. of “A Material / Energy,” hand-cranked generators, photovoltaic cells, etc. shall be used as tools for producing electricity.
- (3) Regarding the content of (1) in “B Life / Earth,” it shall be handled as follows:
  - a. Regarding point three of a., also mention that the heartbeat and pulse are related.
  - b. Regarding point four of a., treat the lungs, stomach, small intestine, large intestine, liver, kidneys, and heart as the main organs.
- (4) Regarding the content of (3) in “B Life / Earth,” it shall be handled as follows:
  - a. Regarding point one of a., also mention that water is circulating.
  - b. Regarding point two of a., observe small creatures in the water and mention that they are used as food such as fish.
- (4) Regarding the content of (4) in “B Life / Earth,” it shall be handled as follows:
  - a. Regarding point two of a., treat conglomerate, sandstone, and mudstone as rocks formed by the action of flowing water.
- (6) Regarding the content of point one in (5)a. “B Life / Earth,” it shall be dealt with by the positional relationship between the sun and the moon as seen from the earth.
  - a. Regarding point three of a., also touch on natural disasters.

## III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 The following items shall be taken into consideration when creating the instruction plan.

- (1) Foresee the unit and other contents and time, and try to realize proactive, interactive and deep learning of children toward the development of qualities and abilities to be nurtured. At that time, based on the characteristics of the learning process of science, make efforts to enhance learning activities that try to solve problems scientifically, such as exercising the viewpoints and ways of thinking of science and conducting observations and experiments accordingly.
- (2) Regarding the thinking ability, judgment ability, expressive ability, etc. that aim to be developed in each grade, the main ability to be developed in the corresponding grade are shown, and the actual guidance is given in other grades. Give due consideration to the development of the listed abilities.
- (3) For children with disabilities, systematically and systematically devise instruction content and instruction methods according to the difficulties that arise when conducting learning activities.
- (4) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), while considering the relationship with morals, etc., the contents shown in Chapter 3 Special Subjects Morals 2 will be the characteristics of science. Give appropriate guidance accordingly.

2 Regarding the utilization of the content in section two, the following matters shall be taken

into consideration:

- (1) Enhancing language activities by emphasizing learning activities to find problems and think and explain methods such as predictions, hypotheses, observations, and experiments, learning activities to organize and consider the results of observations and experiments, and to think and explain using scientific words and concepts.
- (2) When instructing observations and experiments, make sure that computers and information and communication networks can be used appropriately according to the content of the instruction. In addition, when conducting learning activities to acquire logical thinking ability while experiencing the programming listed in Chapter 1, General Provisions, 3-1, (3), for example, while considering the burden on children, instruct according to the given conditions, such as learning to grasp that there is a tool that utilizes the properties and functions of electricity in (4) of “A Material / Energy” in [Grade 6] of the contents of each grade in section 2. Think about the change in behavior by further changing the conditions.
- (3) When instructing about living things, weather, rivers, land, etc., go outdoors and incorporate many activities to get close to the nature of the area and experiential activities, respect life, and cultivate an attitude that contributes to the conservation of the natural environment.
- (4) When giving guidance on weather, rivers, land, etc., make sure that you have a basic understanding of disasters.
- (5) Allow individual children will take the initiative in problem-solving activities. Learning activities based on the idea of setting, measuring, and controlling learning activities and objectives that are related to daily life and other subjects will be enhanced.
- (6) Actively utilize cooperation with museums and science learning centers.

3 When giving guidance, such as observations and experiments, pay sufficient attention to accident prevention. In addition, give due consideration to environmental improvement and take appropriate measures for chemicals used.

## Section 5 LIFE

### I OVERALL OBJECTIVES

Through specific activities and experiences, develop the qualities and abilities to be independent and enrich our lives by making the best use of the viewpoints and ways of thinking related to our daily lives.

- (1) In the process of activities and experiences, be aware of the characteristics and goodness of yourself, people close to you, society and nature, their relationships, etc., and acquire the habits and skills necessary for daily life.
- (2) To be able to grasp people, society and nature around us in relation to ourselves, and to think and express ourselves and our lives.
- (3) Develop an attitude of working on people, society and nature around you, learning with motivation and confidence, and enriching your life.

### II OBJECTIVES AND CONTENT FOR EACH GRADE

#### {Grade 1 and Grade 2}

#### 1 Objectives

- (1) Through being involved in school, home and community life, think about the relationship between yourself and people close to you, society and nature, realize their goodness and splendor, and your relationship with yourself, and have an attachment to the community and enjoy nature. Take good care of yourself and act safely and appropriately as a member of a group or society.
- (2) By interacting with other people, society and nature around us, devise and enjoy others, realize the goodness and importance of our activities, and improve our play and life.
- (3) By looking at ourselves, we can think about our life, growth, and the support of people close to us, be aware of our goodness and potential, and live with motivation and confidence.

#### 2 Content

Instruct the following contents in order to develop the qualities and abilities of the objectives above.

{Contents related to school, home and community life}

- (1) Through activities related to school life, think about the state of school facilities, people and friends who support school life, the state of routes to and from school and people who keep the safety of children, and various people's lives at school. Observe how others are involved in the facilities, and how they try to play and live with fun and peace of mind, and to go home from school safely.
- (2) Through activities related to family life, try to live with care and think about your family at home and what you can do yourself, and you can see that life at home supports each other.
- (3) Through activities related to the community, think about the places in the community and the people who live and work there, understand that our lives are related to various people and places, and become familiar with and attached to them.

{Contents related to activities related to people, society and nature}

- (4) Through activities that use public facilities, feel their importance and grasp their work, and

understand that there are things that everyone uses around you and that there are people who support them. Take care of them and try to use them correctly.

- (5) Through activities such as observing the nature around us and being involved in seasonal and local events, discover their differences and characteristics, and the state of nature, changes in the four seasons, and changes in life will change depending on the season. Once aware of them, try to incorporate and enjoy in your life.
- (6) Through activities such as using familiar nature and using familiar objects, devise and create things to use for play and play, and while noticing the fun and wonders of nature, everyone can try to create play while having fun.
- (7) Through activities such as raising animals and growing plants, work with interest in where they grow, how they change and grow, and they realize that they have life and are growing, and that they are familiar with living things.
- (8) Through activities to communicate our lives and local events with people close to us, imagine other people, choose what we want to convey and how to convey it, and be aware that it is good and fun to interact with people close to us. Once this is understood, students should be more willing to interact with each other.

{Content about your own life and growth}

- (9) Through activities that look back on one's own life and growth, one can think about oneself and the people who supported them, and understand that once grown up, they have become able to do things themselves, and that their role has increased. At the same time, be grateful to the people who have supported your life and growth so far, and try to live enthusiastically with a wish for future growth.

### III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

- 1 The following items shall be taken into consideration when creating the instruction plan.
  - (1) Foreseeing the unity of contents and time such as year and unit, and aiming to realize proactive, interactive and deep learning of children toward the development of qualities and abilities to be nurtured in it. At that time, through concrete activities and experiences, we will make use of the viewpoints and ways of thinking related to familiar life, and enhance learning activities so that children can concretely grasp the relationship between themselves and local people, society and nature. Therefore, actively incorporate activities outside the school.
  - (2) Set learning activities in anticipation of the second grade based on the stage and characteristics of the child's development.
  - (3) Regarding (7) of the content in section two, it shall be handled for both grades, and continuous breeding of animals and cultivation of plants should be carried out so that the way of being involved with animals and plants is deepened.
  - (4) Actively promote relationships with other school subjects, enhance the effectiveness of instruction, enhance overall education in the lower grades, enable smooth connection to education in the middle grades and beyond, and consider the expectations covered for kindergarten education. In particular, at the beginning of elementary school, it is possible to smoothly shift from comprehensive learning through play in early childhood to learning in other subjects, etc., and to move toward more subjective learning while demonstrating oneself independently. At that time, devise measures such as providing comprehensive and related guidance centered on life sciences and setting flexible timetables.
  - (5) For children with disabilities, systematically devise instruction content and instruction

methods according to the difficulties that arise when conducting learning activities.

- (6) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), while considering the relationship with moral departments, etc., the characteristics of life departments regarding the contents shown in Chapter 3 Special Subjects Morals give appropriate guidance according to the situation.

2 Regarding the utilization of the content in section two, the following matters shall be taken into consideration:

- (1) Make the best use of local people, society and nature, and devise learning activities to incorporate them.
- (2) Enjoy the fun of activities related to people, society and nature around us, and express and think about what you noticed and enjoyed through them in various ways such as words, pictures, movements, and drama. Also, by expressing and thinking in this way, devise ways to ensure awareness and associate what you have noticed.
- (3) To be able to think based on what you have noticed through specific activities and experiences, try to carry out various learning activities such as finding, comparing, comparing, trying, seeing, and devising.
- (4) In conducting learning activities, information devices such as computers should be used appropriately according to the developmental stage and characteristics of children and the characteristics of life sciences, based on their characteristics.
- (5) In conducting specific activities and experiences, make it possible to interact with a variety of people, such as familiar infants, the elderly, and children with disabilities.
- (6) Guidance on habits and skills necessary for daily life should be conducted in line with the development of learning activities related to people, society, nature, and oneself.

## Section 6 MUSIC

### I OBJECTIVES

Through activities of expression and appreciation, we aim to develop the qualities and abilities related to the sound and music in our daily lives and society by exercising our musical perspectives and ways of thinking as follows.

- (1) Understand the relationship between the tune and the structure of music, and acquire the skills necessary to express oneself through music.
- (2) Be able to create musical expressions and enjoy and listen to music.
- (3) By experiencing the joy of music activities, we will cultivate a feeling of love for music and a sensitivity to music, as well as cultivate an attitude of familiarity with music and cultivate rich emotions.

### II OBJECTIVES AND CONTENT FOR EACH GRADE

#### {Grade 1 and Grade 2}

##### 1 Objectives

- (1) Be aware of the relationship between the idea of music and the structure of music, and acquire the singing, instrumental music, and music-making skills necessary to enjoy musical expression.
- (2) Be able to enjoy and listen to music while thinking about musical expression and having a feeling for expression, and finding the joy of songs and performances.
- (3) While feeling the joy of engaging in music and collaborating in music activities, familiarize yourself with the various music around you and cultivate an attitude of trying to make your life bright and moist by making use of your musical experience.

##### 2 Content

###### A Expression

- (1) Instruct students to acquire the following items through singing activities:
  - a. While gaining and utilizing knowledge and skills about singing expressions, feel the tune, devise expressions, and think about how to sing.
  - b. Be aware of the relationship between the song and the structure of the music, and the relationship between the song and the scenes and feelings expressed by the lyrics.
  - c. Acquire the following skills necessary to express what you want.
    - Skills to listen to and sing, to imitate and recite by note
    - Skills to sing while paying attention to your own singing voice and pronunciation
    - Skills to listen to each other's singing voice and accompaniment and sing together
- (2) Instruct students to acquire the following items through instrumental music activities.
  - a. While gaining and utilizing the knowledge and skills of instrumental expression, feel the tune, devise expressions, and think about how to play.
  - b. Be aware of the following points:
    - The relationship between the song and the structure of music
    - Relationship between the tone of the instrument and the way it is played
  - c. Acquire the following skills necessary to express what you want:
    - Skills to play by listening to accompaniment and watching rhythm notation
    - Skills to play melody and percussion instruments, paying attention to tone
    - Skills to listen to the sounds and accompaniment of each other's instruments and play them



together

- (3) Instruct students to acquire the following items through music-making activities:
- a. Be able to do the following while gaining and utilizing knowledge and skills related to music making.
    - Get ideas for making music through playing with sounds.
    - Think about how to turn sound into music.
  - b. Be aware of the following in relation to the fun they create.
    - Characteristics of various sounds around us
    - Features of how to connect sounds and phrases
  - c. Acquire the following skills necessary for expressing ideas and expressing them in a way that suits your thoughts.
    - Skills to improvise by selecting and connecting sounds based on the set conditions
    - Skills to make simple music using the mechanism of music

#### B Appreciation

Instruct students to acquire the following items through appreciation activities.

- a. While gaining and utilizing knowledge about music appreciation, discover the joy of songs and performances, and enjoy and listen to the entire song.
- b. Be aware of the relationship between the song and the structure of music.

#### {Common Points}

- (1) Through the guidance of “A Expression” and “B Appreciation,” teach students to acquire the following items:
- a. Listening to the elements that make up music, and feeling the goodness, fun, and beauty of those works, think about the relationship between what you hear and what you feel.
  - b. Understand the elements that make up music and the familiar notes, rests, symbols and terms related to them in relation to their work in music.

#### 3 Utilization of the Content

- (1) Use the following for singing materials:
- a. As for the main singing materials, songs sung in unison and rounds, including common materials in each grade.
  - b. Common materials

##### {Grade 1}

- 「Umi (Sea)」 (MEXT song) Lyrics: Ryuha Hayashi Music: Takeshi Inoue  
「Katatsumuri (Snail)」 (MEXT song)  
「Hi no Maru (The Sun)」 (MEXT song) Lyrics: Tatsuyuki Takano Music: Teiichi Okano  
「Hiraita Hiraita (Blossomed)」 (Nursery song)

##### {Grade 2}

- 「Kakurenbo (Hide and Seek)」 (MEXT song) Lyrics: Ryuha Hayashi Music: Kanichi Shimofusa  
「Haru ga Kita (Spring Has Come)」 (MEXT song) Lyrics: Tatsuyuki Takano Music: Teiichi Okano  
「Mushi no Koe (Sound of Bugs)」 (MEXT song)  
「Yuyake Koyake (Red Sunset, Orange Sunset)」 Lyrics: Ukou Nakamura Music: Shin Kusakawa

- (2) As for the main instrumental music teaching materials, we handle songs that include simple rhythm accompaniment and bass part to the main melody, including the singing teaching materials that have already been learned.
- (3) The appreciation materials are as follows:
- a. Various kinds of songs such as children's songs and play songs in Japan and other countries,

music that makes it easy to feel the pleasure of moving, such as march songs and dance music, and music that makes it easy to imagine scenes related to everyday life.

- b. A song that is easy to feel and familiar with the functions of the elements that make up the music
- c. Songs with various playing styles that make it easy to capture the tones of musical instruments and the characteristics of human voices

### {Grade 3 and Grade 4}

#### 1 Objectives

- (1) Be aware of the relationship between the idea of music and the structure of music, and acquire the singing, instrumental music, and music-making skills necessary to express the music you want to express.
- (2) Be able to taste and listen to music while thinking about musical expression and having thoughts and intentions about the expression, and finding the goodness of songs and performances.
- (2) While feeling the joy of being willing to get involved in music and collaborating in music activities, familiarize oneself with various kinds of music and cultivate an attitude of trying to make your life bright and moist by making use of your musical experience.

#### 2 Content

##### A Expression

- (1) Instruct students to acquire the following items through singing activities:
  - a. While gaining and utilizing knowledge and skills about singing expressions, devise expressions that capture the characteristics of the song, and have thoughts and intentions about how to sing.
  - b. Be aware of the relationship between the song and the structure of the music and the content of the lyrics.
  - c. Acquire the following skills necessary to express according to your thoughts and intentions:
    - Sing by listening to songs and music in C major
    - Sing in a natural and reasonable way, paying attention to breathing and pronunciation
    - Listen to each other's singing voices, secondary melodies, and accompaniment, and sing together
- (2) Instruct students to acquire the following items through instrumental music activities:
  - a. While gaining and utilizing the knowledge and skills of instrumental expression, devise expressions that capture the characteristics of the song, and have thoughts and intentions about how to play.
  - b. Be aware of the following points:
    - The relationship between the song and the structure of music
    - The relationship between the tone and sound of an instrument and the way it is played
  - c. Acquire the following skills necessary to express according to your thoughts and intentions:
    - Play by listening to accompaniment and watching music in C major
    - Play melody and percussion instruments, paying attention to tone and sound
    - Listen to the sounds of each other's instruments, secondary melodies, and accompaniment, and play them together
- (3) Instruct students to acquire the following items through music-making activities:
  - a. Be able to do the following while gaining and utilizing knowledge and skills related to music making.

- Get the idea of making music through improvisational expression.
  - Have thoughts and intentions about how to make music that is conscious of unity by composing sound into music.
- b. Be aware of the following in relation to the goodness and fun they produce:
- Characteristics of various sounds and their combinations
  - Features of how to connect and layer sounds and phrases
- c. Acquire the following skills necessary to express ideas and expressions that match your thoughts and intentions:
- Improvise by selecting and combining sounds based on the set conditions
  - Make music using the musical mechanisms

## B Appreciation

- (1) Instruct students to acquire the following items through appreciation activities:
- a. While gaining and utilizing knowledge about appreciation, discover the goodness of the song and performance, and enjoy and listen to the entire song.
- b. Be aware of the relationship between the tune and its changes and the structure of music.  
〔Common Points〕
- (2) Through the guidance of “A Expression” and “B Appreciation,” teach students to acquire the following items:
- a. Listening to the elements that make up music, feeling the goodness, fun, and beauty of those works, and thinking about the relationship between what you hear and what you feel.
- b. Understand the elements that make up music and the notes, rests, symbols and terms related to them in relation to the work in music.

## III UTILIZATION OF THE CONTENT

- (1) Use the following for singing materials:
- a. As for the main singing materials, songs sung in unison and simple chorus, including common materials in each grade.
- b. Common materials  
〔Grade 3〕
- 〔Usagi (Rabbit)〕 (Japanese folk song)  
〔Cha Tsumi (Tea Leaf Picking)〕 (MEXT song)  
〔Haru no Kogawa (Spring Creek)〕 (MEXT song) Lyrics: Tatsuyuki Takano Music: Teiichi Okano  
〔Fujisan (Mt. Fuji)〕 (MEXT song) Lyrics: Sazanami Iwaya
- 〔Grade 4〕
- 〔Sakura Sakura (Cherry Tree)〕 (Japanese folk song)  
〔Tonbi (Black Kite)〕 Lyrics: Shigeru Kuzuhara Music: Tadashi Yanada  
〔Makiba no Asa (Morning in the Pastures)〕 (MEXT song) Music: Eikichi Funabashi  
〔Momiji (Maple Tree)〕 (MEXT song) Lyrics: Tatsuyuki Takano Music: Teiichi Okano
- (2) As for the main instrumental music teaching materials, introduce songs such as simple ensemble, including the singing teaching materials that have already been learned.
- (3) The appreciation materials are as follows:
- a. Various kinds of music such as Japanese music including Japanese musical instrument music, local music, music that is easy to grasp the relationship with life such as folk songs transmitted to other countries, drama music, music that has been familiar to people for a long time, etc.
- b. Songs that make it easy to feel the function of the elements that make up the music and make it easier to listen to.

- c. Songs with various performance forms including solo, solo, solo, and solo, which make it easy to hear the difference in performance expression by musical instruments and human voices.

### {Grade 5 and Grade 6}

#### 1 Objectives

- (1) Understand the relationship between the tune and the structure of music, and acquire the singing, instrumental music, and music-making skills necessary to express the music you want to express.
- (2) Be able to enjoy and listen to music while thinking about musical expression and having thoughts and intentions about the expression, and finding the goodness of songs and performances.
- (3) While enjoying the joy of being actively involved in music and collaborating in music activities, familiarize oneself with various kinds of music and cultivate an attitude of trying to make your life bright and moist by making use of your musical experience.

#### 2 Content

##### A Expression

- (1) Instruct students to acquire the following items through singing activities:
  - a. While gaining and utilizing knowledge and skills about singing expressions, devise expressions suitable for the characteristics of the song, and have thoughts and intentions about how to sing.
  - b. Understand the relationship between the song and the structure of music and the content of the lyrics.
  - c. Acquire the following skills necessary to express according to your thoughts and intentions.
    - Sing by listening to singing and watching scores in C major and A minor
    - Sing in a natural, natural, and sounding way, paying attention to breathing and pronunciation
    - Listen to the singing voice of each voice, the overall sound, and the accompaniment, and sing together
- (2) Instruct students to acquire the following items through instrumental music activities:
  - a. While gaining and utilizing the knowledge and skills of instrumental expression, devise expressions suitable for the characteristics of the song, and have thoughts and intentions about how to play.
  - b. Understand the following points:
    - The relationship between the song and the structure of music
    - The relationship between the tone and sound of various musical instruments and the way they are played
  - c. To acquire the following skills necessary to express according to your thoughts and intentions:
    - Play by listening to accompaniment and watching scores in C major and A minor.
    - Play melody and percussion instruments, paying attention to timbre and sound.
    - Listen to the sound of the instrument of each voice, the overall sound, and the accompaniment, and play together.
- (3) Instruct students to acquire the following items through music-making activities:
  - a. Be able to do the following while gaining and utilizing knowledge and skills related to music making:

- Get various ideas for making music through improvisational expression.
  - Have thoughts and intentions about how to make music that is conscious of the whole unity by composing sound into music.
- b. Understand the following in relation to the goodness and fun they produce:
- Characteristics of various sounds and their combinations
  - Features of how to connect and layer sounds and phrases
- c. To acquire the following skills necessary to express ideas and expressions that match your thoughts and intentions:
- Improvise by selecting and combining sounds based on the set conditions
  - Make music using the mechanism of music

## B Appreciation

- (1) Instruct students to acquire the following items through appreciation activities:
- a. While gaining and utilizing knowledge about appreciation, discover the goodness of the song and performance, and enjoy and listen to the entire song.
- b. Understand the relationship between the tune and its changes and the structure of music.

### {Common Points}

- (1) Through the guidance of “A Expression” and “B Appreciation,” students should acquire the following skills:
- a. Listening to the elements that make up music, and feeling the goodness, fun, and beauty of those works, think about the relationship between what you hear and what you feel.
- b. Understand the elements that make up music and the notes, rests, symbols and terms related to them in relation to their work in music.

## 3 Utilization of the Content

- (1) Use the following for singing materials:
- a. As for the main singing materials, songs sung in unison and chorus, including three songs in the common materials of b. in each grade.

### b. Common materials

#### {Grade 5}

「Koinobori (Carp Streamers)」 (MEXT song)

「Komori Uta (Lullaby)」 (Japanese folk song)

「Ski no Uta (Ski Song)」 (MEXT song) Lyrics: Ryuha Hayashi Music: Kunihiko Hashimoto

「Fuyu Geshiki (Winter Scenery)」 (MEXT song)

#### {Grade 6}

「Etenraku Imayo (Music From Heaven) [lyrics to 2<sup>nd</sup> verse]]」 (Japanese folk song) Composer: Kasho Jichin

「Oboro Tsukiyo (Hazy Moonlit Night)」 (MEXT song) Lyrics: Tatsuyuki Takano Music: Teiichi Okano

「Furusato (Hometown)」 (MEXT song) Lyrics: Tatsuyuki Takano Music: Teiichi Okano

「Ware wa Umi no Ko (We are Children of the Sea) [lyrics to 3<sup>rd</sup> verse]]」 (MEXT song)

- (2) For the main instrumental music teaching materials, we will handle songs such as simple ensemble and ensemble in consideration of the performance effect of the instrument.
- (3) The appreciation materials are as follows:
- a. Various kinds of songs such as Japanese music including Japanese musical instrument music, music that is easy to grasp the relationship with culture such as music of other countries, music that has been familiar to people for a long time, etc.

- b. Songs that make it easy to feel the function of the elements that make up the music and deepen the joy of listening.
- c. Songs with various performance forms including ensemble and chorus, where you can enjoy the overlapping sounds of musical instruments and human voices.

### III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 The following items shall be taken into consideration when creating the instruction plan.

- (1) Foreseeing the content and time of the subject, etc., and aiming to realize proactive, interactive and deep learning of children toward the development of qualities and abilities to be nurtured in it. At that time, it is important to have a series of processes of thinking, judging, and expressing, such as creating musical expressions and listening to music to find out its goodness, while working with other people by exercising musical viewpoints and ways of thinking. To enhance the learning that has been done.
- (2) Regarding the guidance of “A Expression” in sections (1), (2) and (3) of the contents of each grade, each item of a, b and c, and about the guidance of (1) of “B Appreciation,” each item of a. and b. should be taught.
- (3) The [Common Points] of the contents of each grade are the qualities and abilities that are commonly required in learning expression and appreciation, and sufficient guidance is provided in addition to the instruction of “A Expression” and “B Appreciation.”
- (4) Regarding the guidance of (1), (2) and (3) of “A Expression” and (1) of “B Appreciation” of the contents of each grade, as appropriate, try to relate each area and field by requiring the items in [Common Points].
- (5) The national anthem “Kimigayo” should be taught so that it can be sung in any grade.
- (6) In the lower grades, based on Chapter 1 General Provisions 2-4 (1), actively promote relationships with other subjects, etc. to enhance the effect of instruction, and continue the expectations of early childhood as shown in the Kindergarten Education Guidelines. In particular, at the beginning of elementary school, devise measures such as providing comprehensive and related guidance centered on life sciences and setting flexible timetables.
- (7) For children with disabilities, systematically and systematically devise instruction content and instruction methods according to the difficulties that arise when conducting learning activities.
- (8) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), while considering the relationship with moral departments, etc., the characteristics of the music department regarding the contents shown in Chapter 3 Special Subjects Morals give appropriate guidance according to the situation.


2 Regarding the utilization of the content in section two, the following matters shall be taken into consideration:

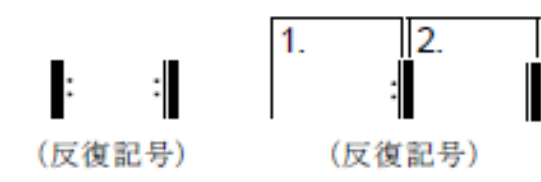
- (1) Instructing “A Expression” and “B Appreciation” in each grade should be handled as follows:
  - a. Communicate with sounds, music, and words, such as communicating and sympathizing with the images and emotions evoked by music, thoughts and intentions for musical expressions, and what you felt and imagined when listening to music. Devise guidance so that the appropriate language activities can be positioned appropriately.
  - b. Incorporate physical activity in line with the aim of instruction so that you can experience a sense of unity with music and use your imagination to get involved with music.
  - c. In order to enable children to use various senses to deepen their understanding of music and to engage in learning independently, devise guidance so that computers and

educational equipment can be used effectively.

- d. Incorporate sounds and music in life and society according to the actual conditions of the child, school, and community, such as enabling children to be aware of the connection with music activities inside and outside the school such as public facilities.
  - e. For many songs, noticed that there are authors who created them, and try to cultivate an attitude of valuing the songs learned. Be conscious of respecting the creativity of the authors. Also, consider that this is the basis for understanding that it supports the succession, development, and creation of music culture.
- (2) When teaching chords, students should be able to feel the facial expressions of chords through activities such as chorus and ensemble. In addition, for songs in major and minor keys, teach mainly chords such as I, IV, V and V7.
  - (3) When teaching music about Japan and hometowns, devise teaching methods for how to show sound sources and sheet music, how to sing along with songs, how to play musical instruments, etc. so that you can feel the goodness and express and appreciate them.
  - (4) When teaching the singing of (1) of “A Expression” in each grade, handle it as follows:
    - a. Regarding singing teaching materials, in addition to common teaching materials, cover Japanese songs such as children's songs and folk songs that have been handed down in each region, in addition to common teaching materials, so that you can be attached to the music of Japan and your hometown.
    - b. Use the moving singing method as appropriate to develop a relative sense of pitch.
    - c. Attention should be paid to the characteristics of one's voice even before the voice change, and appropriate consideration should be given to children during the voice change period.
  - (5) The instruments in (2) of “A Expression” in each grade should be handled as follows:
    - a. The percussion instruments to be picked up in each grade should be selected in consideration of the effect of performance, the actual situation of children and schools, including xylophones, metallophones, Japanese musical instruments, and various musical instruments from other countries.
    - b. The melody instruments to be picked up in the first and second grades should be selected from organs, keyboard harmonica, etc. in consideration of the actual conditions of children and schools.
    - c. The melody instruments to be picked up in the 3rd and 4th grades should be selected from recorders, keyboard instruments, Japanese musical instruments, etc., including those that have already been learned, in consideration of the actual conditions of children and schools.
    - d. The melody instruments to be picked up in the 5th and 6th grades should be selected from electronic musical instruments, Japanese musical instruments, musical instruments transmitted to other countries, etc., including already learned musical instruments, in consideration of the actual situation of children and schools.
    - e. When selecting an instrument to be used in an ensemble, make the best use of the characteristics of the instrument so that the performance can take advantage of the role of each voice.
  - (6) Instructing music making in (3) of “A Expression” in each grade should be handled as follows:
    - a. In sound play and improvisational expression, instruct students to search for various sounds from familiar things and to imitate rhythms and melodies so that they can get ideas for making music. At that time, devise guidance so that children can select and combine sounds without difficulty, such as setting appropriate conditions.
    - b. Guidance should be devised so that music making activities can be carried out with a perspective, such as giving guidance on what kind of music and how to make it while

- showing concrete examples according to the actual situation of the child.
- c. For the music students make, have them record the work as needed, in line with the aim of the instruction. As for how to record the work, give flexible guidance such as drawing, drawing, and staff and notation.
  - d. Try to pick up beatless rhythms, scales used in Japanese music, and scales that are not bound by tonality, according to the actual situation of the child.
- (7) In teaching “B Appreciation” in each grade, it is possible to incorporate activities expressed in words, etc., to notice and understand the relationship between song ideas and the structure of music, and to discover the enjoyment and goodness of songs and performances.
- (8) Regarding the “elements that form music” shown in the [Common Points] of each grade, guidance is given by appropriately selecting and associating from the following according to the stage of development of the child and the aim of guidance.
- a. Elements that characterize music  
tone, rhythm, pace, melody, accent, overlapped sounds, chord sounds, musical scale, pitch, beat, phrase, etc.
  - b. How music works  
repetition, call and response, change, relationship between vertical and horizontal music, etc.
- (9) Regarding the “notes, rests, symbols and terms” shown in (1)b. of [Common Points] of each grade, in consideration of the learning situation of the child, understand the following in relation to the work in music.


  
 (プレス)


  
 (反復記号) (反復記号)


  
 (タイ) (スラー) (アクセント) (スタッカート) (速度記号)



## Section 7 ART

### I OVERALL OBJECTIVES

Through activities of expression and appreciation, we aim to develop the qualities and abilities that are richly related to the shapes and colors of life and society by exercising a figurative perspective and way of thinking as follows.

- (1) Be able to creatively create and express things by using materials and tools and devising ways of expressing them, while understanding through one's senses and actions the figurative viewpoints that capture objects and events.
- (2) Be able to think about the goodness and beauty of modeling, what you want to express, how to express it, creatively think and conceive, and deepen your own perspective and feeling about the work.
- (3) Enjoy the joy of creating, cultivate sensibilities, cultivate an attitude of trying to create a fun and prosperous life, and cultivate rich emotions.

### II OBJECTIVES AND CONTENT FOR EACH GRADE

#### { Grade 1 and Grade 2 }

##### 1 Objectives

- (1) While noticing through one's own senses and actions about a figurative viewpoint that captures an object or event, use materials and tools to make the senses of the hands and the whole body work, and devise ways of expressing them to create and express creatively. To be able to.
- (2) Think about the fun and enjoyment of modeling, what you want to express, how to express it, etc., so that you can have fun thinking and thinking, and expand your own perspective and feeling from the works around you.
- (3) Engage in activities to express and appreciate in a fun way, enjoy the joy of creating, and cultivate an attitude of trying to create a fun life by being involved in shapes and colors.

##### 2 Content

###### A Expression

- (1) Instruct students to acquire the following items related to ideas and ideas through expression activities.
  - a. Through activities to play with modeling, think about modeling activities based on the shapes and colors of familiar natural objects and artificial materials, and think about how to work while making the most of your senses and feelings.
  - b. Think about how to express, choose your favorite shape and color, and think about various shapes and colors from what you felt and imagined through the activities of expressing in pictures, solids, and crafts.
- (2) Instruct students to acquire the following skills-related matters through expression activities.
  - a. Through activities to play with modeling, you should get used to familiar and easy-to-use materials and tools, and use your hands and the whole body's senses such as arranging, connecting, and stacking to devise activities.
  - b. Through activities to express in pictures, solids, and crafts, you should get used to familiar and easy-to-use materials and tools, and use your hands and the senses of the whole body

to express them based on what you want to express.

## B Appreciation

- (1) Instruct students to acquire the following items through appreciation activities.
  - a. Through activities to appreciate the works around us, we can feel and think about the fun and enjoyment of modeling our works and familiar materials, what we want to express, how to express them, and how we see and feel ourselves.

### {Common Points}

- (1) Through the guidance of “A Expression” and “B Appreciation,” acquire understanding of the following:
  - a. Awareness of shapes and colors through your senses and actions.
  - b. Own image based on shape and color.

## {Grade 3 and Grade 4}

### 1 Objectives

- (1) Understand the figurative viewpoint that captures an object or event through one's own senses and actions, and to create and express creatively by making full use of the hands and body, using materials and tools, and devising ways of expression.
- (2) Think about the goodness and fun of modeling, what you want to express, how to express it, etc., so that you can have rich ideas and ideas, and expand your own perspective and feeling from familiar works.
- (3) Engage in activities that are willing to express and appreciate, enjoy the joy of creating, and cultivate an attitude of trying to create a fun and prosperous life by being involved in shapes and colors.

### 2 Content

#### A Expression

- (1) Instruct students to acquire the following items related to ideas and ideas through expression activities.
  - a. Through activities to play with modeling, think about how to work while coming up with modeling activities based on familiar materials and places, and thinking about new shapes and colors.
  - b. Through activities to express in pictures, solids, and crafts, make the best use of shapes, colors, and materials.
- (2) Instruct students to acquire the following skills-related matters through expression activities.
  - a. Through activities to engage in modeling, handle materials and tools appropriately, and make use of the experience of materials and tools up to the previous grade, combine, cut and connect, change the shape, etc., and the whole hand and body.
  - b. Through activities to express through pictures, solids, and crafts, while handling materials and tools appropriately, and making use of the experience of materials and tools up to the previous grade, make full use of the hands and body.

#### B Appreciation

- (1) Instruct students to acquire the following items through appreciation activities:
  - a. Through activities to appreciate familiar works, feel and think about one's own works,

familiar art works, the goodness and fun of modeling such as the process of production, what we want to express, and various ways of expressing.

{Common Points}

- (1) Through the guidance of “A Expression” and “B Appreciation,” acquire understanding of the following:
  - a. Understand the feeling of shape and color through one's senses and actions.
  - b. Have your own image based on the feeling of shape and color.

{Grade 5 and Grade 6}

1 Objectives

- (1) Be able to creatively create and express things by using materials and tools and devising ways of expressing them, while understanding through one's senses and actions the figurative viewpoints that capture objects and events.
- (2) Be able to think about the goodness and beauty of modeling, what you want to express, how to express it creatively, and deepen your own perspective and feeling from familiar works.
- (3) Engage in activities to express and appreciate independently, enjoy the joy of creating, and cultivate an attitude of trying to create a fun and rich life by being involved in shapes and colors.

2 Content

A Expression

- (1) Instruct students to acquire the following items related to ideas and ideas through expression activities.
  - a. Through activities to play with modeling, think about how to work while coming up with modeling activities based on the characteristics of materials, places, spaces, etc., and considering the composition and surroundings.
  - b. Through activities to express in pictures, solids, and crafts, students find what they want to express from what they feel, imagine, see, and communicate, and the shapes, colors, characteristics of materials, and the beauty of composition. Think about how to express the subject while thinking about feelings and uses.
- (2) Instruct students to acquire the following skills-related matters through expression activities:
  - a. Through activities to engage in modeling, utilize materials and tools according to the activity, comprehensively utilize the experience and skills of materials and tools up to the previous grade, combine methods, etc.
  - b. Through activities to express in pictures, solids, and crafts, utilize materials and tools according to the expression method, and comprehensively utilize the experience and skills of materials and tools up to the previous grade, and methods suitable for expression.

B Appreciation

Instruct students to acquire the following items through appreciation activities:

- a. Through activities to appreciate familiar works, our own works, familiar works of art in Japan and other countries, the goodness and beauty of modeling such as modeling in our lives, the intention and characteristics of expression, and how to express it. Deepen one's point of view and feeling by thinking about changes in the art.

{Common Points}

- (1) Through the guidance of “A Expression” and “B Appreciation,” acquire understanding of the following:
  - a. Understand the figurative features such as shape and color through one's senses and actions.
  - b. Have your own image based on modeling features such as shape and color.

III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 The following items shall be taken into consideration when creating the instruction plan.

- (1) Foresee the content and time of the subject, etc., and aim to realize proactive, interactive and deep learning of children toward the development of qualities and abilities to be nurtured. At that time, make use of the sculptural viewpoints and ways of thinking, and enhance learning by associating qualities and abilities related to expression and appreciation with each other.
- (2) The instruction of “A Expression” and “B Appreciation” of the contents of section two for each grade should be related to each other. However, if it is necessary to enhance the effect of the instruction, the instruction of “B Appreciation” should be given independently according to the actual situation of the child and the school.
- (3) The [Common Points] of the contents of each grade in section two are the qualities and abilities that are commonly required in learning expression and appreciation, and sufficient guidance is provided in addition to the instruction of “A Expression” and “B Appreciation.”
- (4) Regarding “A Expression” in the contents of each grade in section two, in activities to engage in modeling, point one of (1) and (2) are associated, and in activities to express pictures, solids, and crafts, point two in (1) and (2) are associated. At that time, the number of lesson hours to be paid to the instruction of point two in (1) and (2) should be approximately equal.
- (5) Regarding the guidance of “A Expression” in the contents of each grade in section two, the activities to be jointly created should be taken up as appropriate.
- (6) Regarding the content for each grade in section two “B Appreciation,” guidance should be given based on the characteristics of their own works of art.
- (7) In the lower grades, based on Chapter 1 General Provisions 2-4 (1), actively promote relationships with other subjects, etc. to enhance the effect of instruction, along with the expectations for early childhood as shown in the Kindergarten Education Guidelines. In particular, at the beginning of elementary school, devise measures such as providing comprehensive and related guidance centered on life sciences and setting flexible timetables.
- (8) For children with disabilities, systematically and systematically devise instruction content and instruction methods according to the difficulties that arise when conducting learning activities.
- (9) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), while considering the relationship with morals, etc., give appropriate guidance for the contents shown in Chapter 3 Special Subjects Morals.

2 Regarding the utilization of the content in section two, the following matters shall be taken into consideration:

- (1) Allow children to make the most of their individuality, to have a wide range of learning activities and expressions.
- (2) Through the guidance of “A Expression” and “B Appreciation” in each grade, children should be aware of the relationship between A and B in [Common Points].

- (3) In the guidance of [Common Points] in a., the following matters should be taken into consideration, and if necessary, they should be taken up repeatedly in the subsequent grades.
  - a. In grades 1 and 2, capture various shapes, colors, and touches.
  - b. In grades 3 and 4, capture the feeling of shape, the feeling of color, the feeling of their combination, and the brightness of color.
  - c. In grades 5 and 6, capture movement, depth, balance, and vividness of color.
- (4) In teaching “A Expression” in each grade, the attitude of trying to create a fun and prosperous life by enabling children to carry out activities while valuing the desires they want to achieve throughout the entire process, discovering their own goodness and potential.
- (5) In each activity, recognize and respect each other's goodness and individuality.
- (6) Materials and tools shall be handled as follows, and as necessary, they shall be taken up in a rudimentary form in the grades before the relevant grade, or repeatedly taken up in the subsequent grades.
  - a. In grades 1 and 2, use familiar and easy-to-use items such as soil, clay, wood, paper, crayons, paths, scissors, glue, and simple knives.
  - b. In grades 3 and 4, use wood chips, planks, nails, watercolors, knives, easy-to-use saws, and hammers.
  - c. In grades 5 and 6, use wires, jig saws, etc.
- (7) Regarding point two of (1) and (2) of “A Expression” in each grade, students should be able to have the experience of making a pottery plate and firing according to the actual situation of the child and the school.
- (8) In teaching “B Appreciation” in each grade, use local museums or cooperate with each other according to the actual conditions of the children and the school.
- (9) In teaching “A Expression” and “B Appreciation” in each grade, have discussion activities to talk about what students felt and thought their ability, judgment, and expression, etc., from the viewpoint of the items shown in [Common Points].
- (10) The use of information devices such as computers and cameras should be treated as one of the tools used in expression and appreciation activities, and the necessity should be carefully considered before use.
- (11) Be aware of the value of creativity and cultivate an attitude of valuing the creativity that appears in one’s works of art. Also, consider that cultivating this attitude provides a basis for understanding that it supports the succession, development, and creativity of art culture.

3 Regarding the materials, tools, and activity locations used in modeling activities, care should be taken to prevent accidents by giving guidance on safe handling and inspecting in advance.

4 Consideration shall be given so that the works can be viewed in normal school life by displaying the works in appropriate places in the school. In addition, depending on the actual situation of the school and the area, opportunities to display children's works outside the school shall be provided.

## Section 8 Home Economics

### I OBJECTIVES

Develop the following qualities and abilities to improve our lives through practical and experiential activities related to clothing, food and housing by exercising our perspectives and ways of thinking related to our daily lives.

- (1) Students will acquire basic understanding of family, home, clothing, food and housing, consumption and environment necessary for daily life, and acquire skills related to them.
- (2) Develop the ability to solve problems by finding problems in daily life, setting problems, thinking about various solutions, evaluating and improving practices, and expressing thoughts.
- (3) Foster a feeling of valuing family life, think about relationships with family members and local people, and cultivate a practical attitude of devising ways to improve life as a member of the family.

### II OBJECTIVES AND CONTENT FOR EACH GRADE

{Grade 5 and Grade 6}

#### 1 Content

##### A Family / Family Life

With regard to the following items (1) to (4), instruct students to acquire the following items through activities to think and devise for a better family life by cooperating with family members and local people with issues.

- (1) My growth and family / family life
  - a. Be aware of one's own growth and realize the importance of family life and family and that family life is managed by the cooperation of family members.
- (2) Family life and work
  - a. Understand that there are jobs that support family life in the home, that they need to cooperate and share with each other, and that they can use their living time effectively.
  - b. Think and devise a family work plan.
- (3) Relationship with family and community
  - a. Acquire the following knowledge:
    - Understand the importance of contact with family and grouping.
    - Understand that family life is made up of relationships with local people, and that cooperation with local people is important.
  - b. Think and devise better relationships with your family and local people.
- (4) Challenges and practices for family and family life
  - a. Be able to find problems in daily life, set tasks, think about a better life, make plans, and put them into practice.

##### B Clothing, Food and Housing

Acquire the following items through activities to think and devise for healthy, comfortable, safe and affluent eating habits, clothing habits, and living habits with issues regarding the following items:

- (1) The role of meals
  - a. Understand the role of meals and understand the importance of daily meals and how to

eat.

b. Think about and devise a way to eat everyday so that you can enjoy eating.

(2) Cooking basics

a. Acquire the following knowledge and skills:

- Understand the amount and procedure of ingredients required for cooking and understand how to follow recipes.
- Understand the safe and hygienic handling of utensils and tableware necessary for cooking and the safe handling of cooking utensils for heating, and be able to use them appropriately.
- Understand how to wash according to the ingredients, how to cut suitable for cooking, how to season, serve and clean up, and be able to do these tasks appropriately.
- Understand how to boil and stir-fry ingredients appropriately.
- Understand how to appropriately cook cooked rice and miso soup, which are traditional daily foods.

b. Think of a cooking plan and devise a cooking method to prepare deliciously food.

(3) Nutritional diet

a. Acquire the following knowledge:

- Understand the types of nutrients your body needs and their main functions.
- Understand the nutritional characteristics of foods and the need to combine dishes and foods.
- Understand the elements that make up the menu and understand how to make a menu for one meal.

b. Consider and devise a nutritionally balanced meal menu.

(4) Wearing and caring for clothes

a. Acquire the following knowledge and skills:

- Understand the main functions of clothing and understand how to wear everyday clothes comfortably according to the season and situation.
- Understand that daily clothes need to be cared for, how to attach buttons and how to wash, and be able to do it properly.

b. Think about and devise a comfortable way to wear and care for your daily wear.

(5) Make clothes to enrich your life

a. Acquire the following knowledge and skills:

- Understand the materials and procedures required for production, and understand the production plan.
- Understand how to sew by hand or sewing according to the purpose and how to handle the tools safely, and be able to do it appropriately.

b. Think of a plan to make things that use cloth to enrich your life, and devise a procedure.

(6) Comfortable way of living

a. Acquire the following knowledge and skills:

- Understand the main functions of a house and the importance of living in accordance with the changing seasons.
- Understand how to properly organize and clean the house.

b. Think about how to live according to the changing seasons, how to organize, organize and clean, and devise a comfortable way to live.

## C Consumer Life / Environment

With regard to the following items (1) and (2), help students acquire the following skills for creating a sustainable society.

- (1) How to use things/money and shopping
  - a. Acquire the following knowledge and skills:
    - Understand the mechanism of shopping and the role of consumers, and understand the importance of goods and money and how to use them in a planned manner.
    - Understand how to choose and buy familiar items, and be able to properly collect and organize the information necessary for purchasing.
  - b. Utilize the information necessary for purchasing, and think about how to choose and buy familiar items.
- (2) Environmentally friendly life
  - a. Understand the relationship between your life and the environment around you and how to use environmentally friendly things.
  - b. Think about how to use things and devise ways of living in consideration of the environment.

## 2 Utilization of the Content

- (1) The content "A Family / Family Life" should be handled as follows:
  - a. Regarding (1)a., study each content from A to C and relate it to various problems in daily life, such as cooperation with family and local people, health, comfort, safety, creation of a sustainable society, etc. Encourage students to realize that it is important to think from the perspective of and devise ways to solve the problem.
  - b. Regarding (2)b., make sure to relate it to the content "B Clothing, Food and Housing" so that you can practice the work related to clothing, food and housing concretely.
  - c. Regarding (3), also deal with relationships with people of different generations such as infants or younger children and the elderly. Regarding b., care should be taken to relate it to learning in other subjects.
- (2) Regarding the content "B Clothing, Food and Housing," handle it as follows:
  - a. Also discuss traditional Japanese life and give consideration so that you can be aware of the lifestyle culture.
  - b. Regarding point three of (2)a., handle green vegetables and potatoes as boiled ingredients. Regarding point five, touch on the role of dashi, soup stock which is the basis of Japanese food.
  - c. Regarding point one of (3)a., focus on the five major nutrients and the main functions of food in the body. Regarding point three, treat staple foods, main dishes, and side dishes as elements that make up the menu.
  - d. Regarding dietary guidance, care should be taken to contribute to the enhancement of dietary education according to the characteristics of home economics. Also, try to relate to learning about food up to the 4th grade.
  - e. Regarding (5), handle the creation of bags, etc. for storing things used in daily life.
  - f. Regarding point one of (6)a., mainly focus on heat/ cold, ventilation, lighting, and sound. Regarding heat and cold, make a relation with the comfortable way of wearing everyday clothes in point one of (4)a..
- (3) The content "C Consumer Life / Environment" should be handled as follows:
  - a. Regarding (1), pick up familiar items such as tools and training materials handled in (3) of "Family / Family Life," and (2), (5) and (6) of "B Clothing, Food and Housing."
  - b. Regarding point one of (1)a., touch on the basics of sales contracts.
  - c. Regarding (2), make sure that the content is related to "B Clothing, Food, and Housing " so that students can learn practically.



### III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 The following items shall be taken into consideration when creating the instruction plan.

- (1) Foresee the content and time of the subject, etc., and aim to realize proactive, interactive and deep learning of children toward the development of qualities and abilities to be nurtured in it. At that time, exercise the viewpoints and ways of thinking related to daily life, associate knowledge with life experiences, etc. to deepen understanding, find problems in daily life, think about various solutions, and exchange opinions with others. Evaluate and improve practice to enhance learning with an emphasis on the process of finding new issues.
- (2) The number of class hours to be distributed to each item from "A Family / Family Life" to "C Consumer Life / Environment" and the grade of each item will be determined according to the actual conditions of the child, school, and community. At that time, instruct (1)a. of "Family / Family Life" in accordance with skills learned up to the 4th grade, and plan the course of study over two years interconnecting the learning of "A Family / Family Life," "B Clothing, Food and Housing Life," and "C Consumer Life / Environment."
- (3) Regarding (4) of "Family / Family Life" in the second section, consider practical activities that can be carried out at home or in the community, and set one or two tasks over the two years of study. At that time, make it possible to set tasks by associating with the contents learned in "Family / Family Life" (2) or (3), "B Clothing, Food and Housing," and "C Consumer Life / Environment."
- (4) Regarding (2) and (5) of the content of "B Clothing, Food and Housing" in section two, in order to enhance the effect of learning, cover over two grades and plan to learn step by step from simple tasks.
- (5) When composing the subject matter, accurately grasp the actual conditions of children, schools, and the community, and try to relate the contents to each other to enhance the effect of instruction. At that time, clarify the relationship with other subjects, etc., and make it possible to systematically teach in anticipation of learning in junior high school.
- (6) For children with disabilities, systematically and systematically devise instruction content and instruction methods according to the difficulties that arise when conducting learning activities.
- (7) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), give appropriate guidance while considering the contents shown in Chapter 3 Special Subjects Morals as related to the characteristics of home economics.

2 Regarding the handling of the content in section two, the following matters shall be taken into consideration:

- (1) Enhance learning activities to help students understand various words in daily living settings such as clothing, food and housing, and think about ways to improve life by using words and charts to solve problems in one's life.
- (2) In giving guidance, actively utilize computers and information and communication networks so that information can be collected and organized in practical training and the results of practice can be announced.
- (3) Enrich lessons with practical and experiential activities which think about the basis of procedures such as cooking and making and enjoying practicing tasks in order to acquire the basic knowledge and skills to cultivate the foundation of independence in life.
- (4) In order to establish the learning content and make the best use of each student's individuality, grasp the characteristics and life experiences of the child, and provide individualized instruction such as small group instruction according to the skill acquisition situation and devising teaching materials and teaching tools.

(5) Consideration should be given so that the knowledge and skills acquired by children can be utilized in daily life by coordinating with homes and communities.

3 The following shall be taken into consideration when instructing the training:

- (1) Consider the safety management of facilities and equipment, improve the learning environment, and pay attention to the handling of heat sources, tools, machines, etc., and give thorough guidance on accident prevention.
- (2) Be sure to dress properly, pay attention to hygiene, and properly care for and store the equipment.
- (3) Regarding foods used for cooking, pay attention to safety and hygiene, such as not handling raw fish and meat. Also, consider food allergies.

## Section 9 Physical Education

### I OBJECTIVES

Develop abilities and qualities to maintain and improve mental and physical health for a lifetime and to realize a rich sports life by exercising the viewpoints and ways of thinking of physical education and health, finding problems, and grasping the mind and body as one through the learning process for solving them.

- (1) Understand how to perform various exercises according to their characteristics and the health and safety of everyday life, and acquire basic movements and skills.
- (2) Find your own problems with exercise and health, think and make decisions to solve them, and develop the ability to communicate to others.
- (3) Foster an attitude of living a happy and cheerful life, aiming to maintain and improve health and improve physical strength while becoming familiar with exercise.

### II OBJECTIVES AND CONTENT FOR EACH GRADE

#### {Grade 1 and Grade 2}

##### 1 Objectives

- (1) Experience the fun of various types of exercise activities, learn how to participate, and acquire basic movements.
- (2) While devising various ways of doing exercise, cultivate the ability to convey thoughts to others.
- (3) Actively engage in various types of exercise, follow the rules, exercise in harmony with anyone, pay attention to health and safety, and cultivate an attitude of motivation towards exercise.

##### 2 Content

###### A Physical Exercise Play

Instruct students to learn the following items regarding physical exercise and play:

- (1) Experience the joy of the following exercise activities, to know how to do them, to experience the comfort of moving the body, and to acquire basic movements.
  - a. In the exercise play of body loosening, perform a simple exercise play, notice the change of mind and body, and get involved with everyone.
  - b. In exercise play that creates various movements, movements that balance the body, movements that move the body, movements that operate equipment, and movements that test force are performed.
- (2) In addition to devising ways to play, such as relaxing the body and creating various movements, tell friends about the activities.
- (3) Be willing to play with exercise, follow the rules, exercise with anyone, and be careful about the safety of the place.

###### B Exercise Play Using Instruments and Equipment

Instruct students to learn the following items regarding exercise play using instruments and instruments.

- (1) Feel the fun of the following exercise activities, know how to do them, and learn the movement.

- a. In exercise play using fixed facilities, climb up and down, do pull-ups, walk and jump down.
- b. In exercise play using a mat, roll in various directions, hold and rotate the body by supporting it with hands.
- c. In exercise play using the horizontal bar, support it and make it swing, rise and fall, hang, and rotate easily.
- e. In exercise play using the vaulting box, jump on and off, and straddling and descending with your hands.
- (2) Devise a simple way to play with instruments and equipment, and tell your friends what you think.
- (3) Be willing to play with exercise, keep the order and rules, exercise with anyone, and be careful about the safety of the place, instruments, and equipment.

#### C Running / Jumping Exercise Play

Instruct students to learn the following items regarding running / jumping exercise play:

- (1) Feel the fun of the following exercise activities, know how to do them, and learn the movement.
  - a. In running exercise play, run in various directions and over low obstacles.
  - b. In jumping exercise play, jump forward or upward, or jump continuously.
- (2) Devise a simple way to play, such as running and jumping, and tell your friends what you think.
- (3) Be willing to play with exercise, keep the order and rules, exercise with anyone, accept victory and defeat, and be careful about the safety of the place.

#### D Playing in the Water

Instruct students to learn the following about playing in the water:

- (1) Instruct students to learn the following items regarding playing in water.
  - a. In exercise play that moves in the water, walk or run in the water.
  - b. In the exercise play that floats in water, float in the water while holding your breath and exhaling.
- (2) Devise a simple way to play, move in the water, dive and float, and tell your friends what you think.
- (3) Be willing to work on exercise, keep the order and rules, exercise with anyone, and be careful about safety by following the knowledge of playing in the water.

#### E Games

Instruct students to learn the following about playing games:

- (1) Feel the fun of the following exercise activities, know how to do it, and play an easy game.
  - a. In a ball game, play an easy game with simple ball operations and offensive and defensive movements.
  - b. In tag, you run away, chase, and compete for positions in a set space.
- (2) Devise simple rules, choose how to attack, and tell your friends what you think.
- (3) Be willing to play with exercise, follow the rules, exercise in harmony with anyone, accept wins and losses, and be careful about the safety of the place and equipment.

#### F Expression Rhythm Play

Instruct students to learn the following about expression rhythm activities:

- (1) Feel the fun of the next exercise play, know how to do it, and dance by becoming the subject or riding the rhythm.

- a. In expression play, grasp the characteristics of familiar subjects and dance with your whole body.
- b. In rhythm play, dance with a light rhythm.
- (2) In addition to devising a simple way of dancing that captures the characteristics of familiar subjects and dances with a light rhythm, tell your friends what you think.
- (3) Be willing to play with exercise, dance with anyone, and be careful about the safety of the place.

### 3 Utilization of the Content

- (1) The content "A Physical Exercise Play" shall be taught over a two-year period.
- (2) Regarding the content of "Running / Jumping Exercise Play," it is possible to add throwing exercise play according to the actual situation of the child.
- (3) Regarding (1)b. of the content "F Expression Rhythm Play," include a simple folk dance.
- (4) Depending on the actual situation of the school or the area, it is possible to teach by adding traditional play with singing and exercise and exercise play in nature.
- (5) For each content in each area, instruct students to have a concrete idea about the relationship between exercise and health.

{ Grade 3 and Grade 4 }

### 1 Objectives

- (1) Experience the joy of various types of exercise, understand how to have a healthy and safe lifestyle, learn about the growth and development of the body, and acquire basic movements and skills.
- (2) Find health issues in your own exercise and in your daily life, devise methods and activities to solve them, and develop the ability to convey your thoughts to others.
- (3) Be willing to engage in various types of exercise, follow the rules, exercise in harmony with anyone, acknowledge the thoughts of your friends, pay attention to the safety of the place and equipment, and cultivate an attitude of striving to the end. Also, be aware of the importance of health and develop an attitude of actively working to maintain and improve one's own health.

### 2 Content

#### A Body Building Exercise

Instruct students to learn the following items regarding body building exercise:

- (1) Experience the joy of the following exercise activities, learn how to do them, enjoy the comfort of moving the body, and acquire basic movements.
  - a. In the body loosening exercise, perform simple exercises, notice changes in the mind and body, and get involved with everyone.
  - b. In the exercises that create various movements, the movements that balance the body, the movements that move the body, the movements that operate equipment, and the movements that test strength are performed and combined.
- (2) Find your own problems, devise activities to solve them, and tell your friends what you think.
- (3) Be willing to work out, follow the rules, exercise in harmony with anyone, acknowledge the thoughts of your friends, and be careful about the safety of your place and equipment.

#### B Movement with Equipment

Instruct students to acquire the following items regarding exercise with equipment:

- (1) Experience the joy of the following exercise activities, learn how to do them, enjoy the comfort of moving the body, and acquire basic movements.
  - a. In the mat exercise, perform basic techniques such as rolling.
  - b. In the horizontal bar exercise, perform basic skills of support oneself.
  - c. In the vaulting box exercise, perform the basic techniques of straddling and handsprings.
- (2) Find a task that suits your ability, devise activities to be able to perform skills, and tell your friends what you think.
- (3) Be willing to exercise, follow the rules, exercise in harmony with anyone, acknowledge the thoughts of your friends, and be careful about the safety of the place, instruments, and equipment.

#### C Running / Jumping Exercise

Instruct students to learn the following items regarding running and jumping exercises:

- (1) Experience the joy of the following exercises, learn how to do it, and acquire the movement.
  - a. In the foot race/ relay, run well and hand over the baton.
  - b. In a small hurdles race, run well over small hurdles.
  - c. In the long jump, jump from a short run.
  - d. In the high jump, jump from a short run.
- (2) Find a task that suits your ability, devise activities and competition methods to acquire movement, and tell your friends what you think.
- (3) Be willing to work out, follow the rules and get along with anyone, accept wins and losses, acknowledge your friends' thoughts, and be careful about the safety of your place and equipment.

#### D Swimming Exercise

Instruct students to learn the following items regarding swimming exercise:

- (1) Experience the joy of the following exercises, learn how to do it, and acquire the movement.
  - a. In the floating exercise, stretch and swim in a rudimentary manner.
  - b. In the diving beneath the water/ floating exercise, hold one's breath and exhale while doing various tasks.
- (2) Find a task that suits your abilities, devise activities to acquire movement in the water, and tell your friends what you think.
- (3) Be willing to work out, follow the rules and get along with everyone, acknowledge the thoughts of your friends, and be careful about your safety by following the knowledge of swimming exercises.

#### E Games

Instruct students to learn the following items regarding games:

- (1) Experience the joy of the following exercises, learn how to do it, and acquire the movement.
  - a. In a goal-type game, play easy games practicing the actions when you do and do not possess the ball.
  - b. In a net-type game, play easy games practicing the actions when you have the ball and to get into a position to receive the ball.
  - c. In a baseball-type game, an easy game is played by performing ball operations such as kicking, hitting, catching, and throwing, and scoring and preventing movements.
- (2) Devise rules, choose simple strategies according to the type of game, and tell your friends what you think.

- (3) Be willing to work out, follow the rules and get along with everyone, accept wins and losses, acknowledge your friends' thoughts, and be careful about the safety of your place and equipment.

#### F Expression Movement

Instruct students to learn the following items regarding expression movement:

- (1) Experience the joy of the following exercises, learn how to do it, expressing the feeling you want to express, and dancing in rhythm.
  - a. In expressive exercise, grasp the main characteristics from themes such as familiar life, and dance the feeling you want to express in a single flow.
  - b. In rhythm dance, dance with your whole body in a light rhythm.
- (2) Find a task that suits your abilities, devise a way of dancing and interacting that captures the characteristics of the subject and rhythm, and tell your friends what you think.
- (3) Be willing to work out, dance with everyone, acknowledge the movements and thoughts of your friends, and be careful about the safety of the place.

#### G Health

- (1) Instruct students to learn the following items through activities aimed at finding and solving problems in a healthy life:
  - a. Understanding a healthy life.
    - The state of health, such as good physical and mental health, is related to the factors of the subject and the surrounding environment.
    - To stay healthy every day, it is necessary to maintain a harmonious life of exercise, diet, rest and sleep, and to keep the body clean.
    - In order to spend every day in good health, it is necessary to adjust the brightness and prepare the living environment such as ventilation.
  - b. Finding problems with a healthy life, thinking about solving them, and expressing them.
- (2) Guidance will be given so that students can acquire the following items through activities aimed at finding and solving problems related to physical development and development:
  - a. To understand the growth and development of the body.
    - The body should change with age. In addition, there are individual differences in physical development and development.
    - The body gradually approaches the body of an adult during puberty, and the body changes, and the first menstrual period and familiarity occur. Also, interest in the opposite sex will grow.
    - Appropriate exercise, diet, rest and sleep are necessary for the better development and development of the body.
  - b. Find problems, think about solutions, and express them so that the body can grow and develop better.

#### 3 Utilization of the Content

- (1) The content of "A Body Building Exercise" shall be instructed over two grades.
- (2) Regarding the content "C Running / Jumping Exercise," it is possible to add a throwing exercise according to the actual situation of the child.
- (3) Regarding the content of (1)a. in "E Games," games in which the teammates and the opponent teams are mixed to compete for points and the game to compete for positions shall be handled.
- (4) Regarding (1) of the content "F Expression Movement," folk dance can be added and taught

according to the actual situation of the school or area.

- (5) Regarding the content of “G Health,” (1) shall be instructed in the 3rd grade and (2) shall be instructed in the 4th grade.
- (6) Regarding (1) of “G Health,” it shall be mentioned that various activities such as health checkups and school lunches are carried out at schools.
- (7) Regarding (2) of “G Health,” mention that it is important to notice that there are differences in growth and development between yourself and others, and to accept them positively.
- (8) For the content of each area, provide instruction to have a concrete idea that exercise and health are closely related.

## 〔Grade 5 and Grade 6〕

### 1 Objectives

- (1) Enjoy the joy of various exercises, understand how to do them, and acquire the skills for good mental health, prevention of injuries and illness, and lead a healthy and safe life with basic skills according to the characteristics of various exercises.
- (2) Find out the exercise issues of yourself and the group and the issues related to your immediate health, devise methods and activities to solve them, and cultivate the ability to convey the thoughts of yourself and your colleagues to others.
- (3) Actively engage in various types of exercise, keep promises and help each other, acknowledge the thoughts and efforts of colleagues, pay attention to the safety of places and equipment, and exercise at your own best. In addition, be aware of the importance of health and safety, and cultivate an attitude of actively working to maintain, improve, and recover one's own health.

### 2 Content

#### A Body Building Exercise

Instruct students to learn the following items regarding body building exercise:

- (1) Experience the joy of the following exercises, and learn how to do it to enjoy the comfort of moving the body, and to enhance the movement of the body.
  - a. In the body loosening exercise, perform simple exercises, notice the relationship between the mind and body, and engage with friends.
  - b. Utilize exercises that enhance body movements, enhance the softness of the body, skillful movements, powerful movements, and the ability to sustain movements, depending on the aim.
- (2) Devise a way of exercising according to one's physical condition and physical strength, and to convey the thoughts of oneself and friends to others.
- (3) Actively engage in exercise, keep promises and help each other, recognize the thoughts and efforts of colleagues, and pay attention to the safety of places and equipment.

#### B Movement with Equipment

Instruct students to learn the following items regarding movement with equipment:

- (1) Experience the joy of the following exercises, learn how to do it, and acquire the skills.
  - a. In the mat exercise, the basic techniques of the rolling are stably performed, the advanced techniques are performed, and these are repeated or combined.
  - b. In the horizontal bar movement, the basic techniques of the support system are stably performed, the advanced techniques are performed, and these are repeated or combined.
  - c. In the vaulting box exercise, perform and develop the basic techniques of straddling and



handsprings.

- (2) In addition to devising ways to solve problems and combinations of skills that are suitable for one's own abilities, convey the thoughts of oneself and colleagues to others.
- (3) Actively engage in exercise, keep promises and help each other, recognize the thoughts and efforts of colleagues, and pay attention to the safety of places, instruments and equipment.

### C Athletics

Instruct students to learn the following items regarding athletics:

- (1) Experience the joy of the following exercises, learn how to do it, and acquire the skills.
  - a. For sprints and relays, run a certain distance as fast as possible and deliver smooth batons.
  - b. In hurdle running, run over the hurdles rhythmically.
  - c. In the long jump, jump from a rhythmic run-up.
  - d. In the high jump, jump from a rhythmic run-up.
- (2) To devise ways to solve problems that suit your abilities, to challenge competition and records, and to convey the thoughts of yourself and your colleagues to others.
- (3) Actively engage in exercise, keep promises and help each other, accept victory and defeat, acknowledge the thoughts and efforts of colleagues, and pay attention to the safety of places and equipment.

### D Swimming

Instruct students to learn the following items regarding swimming:

- (1) To enjoy the fun of the following exercises, understand how to do them, and acquire the skills:
  - a. In the crawl, keep breathing along with the movements of your hands and feet and swim for a long time.
  - b. In breaststroke, keep breathing in line with the movements of your hands and feet and continue to swim for a long time.
  - c. In exercises that lead to ensuring safety, keep floating for a long time while raising and lowering your back.
- (2) In addition to devising ways to solve problems and challenges records that are suitable for one's own abilities, convey the thoughts of oneself and colleagues to others.
- (3) Actively engage in exercise, keep promises and help each other, recognize the thoughts and efforts of colleagues, and keep the knowledge of swimming exercise and pay attention to safety.

### E Ball Sports

Instruct students to learn the following items regarding ball sports:

- (1) To enjoy the fun of the following exercises, understand how to do them, acquire the skills, and play a simplified game.
  - a. In a goal-type game, play easy games practicing the actions when you do and do not possess the ball.
  - b. In a net-type game, play a simplified game by attacking and defending by individuals or teams.
  - c. In a baseball type game, simplify by having one team batting and the other fielding.
- (2) Devise rules, choose strategies according to the characteristics of yourself and your team, and convey the thoughts of yourself and your peers to others.
- (3) Actively engage in exercise, follow the rules and help each other, accept victory and defeat, acknowledge the thoughts and efforts of colleagues, and pay attention to the safety of the

place and equipment.

## F Expression Movement

Instruct students to learn the following items regarding expression movement:

- (1) To enjoy the following exercises, understand how to do them, express how you feel, and interact with each other by dancing.
  - a. In expression, grasping those main characteristics from various subjects, improvising the feeling you want to express with a single flow, or dancing as a simple group of movements.
  - b. In folk dance, capture the characteristics of dance styles from Japanese folk dances and foreign dances, and dance with simple steps and movements to the music.
- (2) To solve the tasks set for oneself and the group, devise a way of practicing, presenting, and interacting that captures the content to be expressed and the characteristics of the dance, and convey the thoughts of oneself and friends to others.
- (3) Actively engage in exercise, recognize each other's goodness, help each other, dance, and pay attention to the safety of the place.

## G Health

- (1) Guidance should be given so that students can acquire the following items through activities aimed at finding and solving problems in mental wellbeing.
  - a. Understand mental development and coping with anxiety and worries.
    - The mind develops with age through various life experiences.
    - There is a close relationship between the mind and body.
    - There are various ways to deal with anxiety and worries, such as consulting with adults and friends, playing with friends, and exercising.
  - b. Find problems in mental health, think and make decisions toward solving them, and express them.
- (2) Instruct students to learn the following items through activities aimed at finding problems and solving them regarding the prevention of injuries.
  - a. Understand the following matters regarding the prevention of injuries, and take simple measures such as injuries:
    - In order to prevent injuries caused by traffic accidents and dangers in daily life, it is necessary to be aware of the dangers in the surroundings, act safely with proper judgment, and prepare the environment safely.
    - Simple treatment such as injury should be done promptly.
  - b. To prevent injuries, think about ways to predict and avoid danger and express them.
- (3) Instruct students to learn the following items through activities aimed at finding and solving problems related to disease prevention:
  - a. Understand how to prevent disease.
    - Illness is caused by the involvement of pathogens, body resistance, living behavior, and the environment.
    - To prevent diseases caused by pathogens, it is necessary to prevent them from entering the body and to increase the body's resistance to pathogens.
    - In order to prevent diseases such as lifestyle-related diseases that occur mainly due to lifestyle-related behavior, it is necessary to acquire desirable lifestyle-related habits such as proper exercise, eating a balanced diet, and maintaining oral hygiene.
    - Smoking, drinking alcohol, and substance abuse can cause health problems.
    - Various activities related to health are being carried out in the area.
  - b. To prevent illness, find problems, think and make decisions to solve them, and express

them.

### 3 Utilization of the Content

- (1) The content of “A Body Building Exercise” shall be instructed over two grades. In addition, regarding (1)b., guidance shall be given with an emphasis on enhancing the softness of the body and skillful movement. At that time, try to incorporate activities such as exercising to music.
- (2) Regarding the contents of (1)a. in “A Body Building Exercise” and point three of (1)a. in “G Health,” guidance shall be given in a mutually related manner.
- (3) Regarding the content “C Athletics,” it is possible to add a throwing exercise and give guidance according to the actual situation of the child.
- (4) Regarding the content of a. and b. of (1) in “D Swimming,” the start from underwater shall be instructed. In addition, it is possible to give guidance by adding a backstroke according to the actual situation of the school.
- (5) Regarding the content of (1) in “E Ball Sports,” a. mainly deals with basketball and soccer, b. deals with soft volleyball, and c. deals mainly with softball. Instead of these, handball, tag rugby, flag football, etc. can also be introduced to instruct other ball movements. Depending on the school, it may not be possible to implement c.
- (6) Regarding (1) of the content “F Expression Movement,” rhythm dance can be added and taught according to the actual situation of the school or area.
- (7) Regarding the content of “G Health,” (1) and (2) shall be instructed in the 5th grade, and (3) shall be instructed in the 6th grade. Recovery from injury and illness can also be introduced.
- (8) Regarding the topic of drugs in point four of (3)a. in “G Health,” the effects of organic solvents on the mind and body shall be mainly dealt with. Also talk about stimulants, etc.
- (9) For each content in each area, pay attention to the guidance to establish the relationship between the exercise area and the health area.

### III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 The following items shall be taken into consideration when creating the instruction plan.

- (1) Foresee the unit and other contents and time, and try to realize proactive, interactive and deep learning of children toward the development of qualities and abilities to be nurtured in it. At that time, make use of the viewpoints and ways of thinking about physical education and health, find out your own problems regarding exercise and health, and enhance activities to select and devise activities to solve them. Also, be careful so that you can enjoy the joy of exercising and realize the importance of good health.
- (2) Divide lesson hours so as not to be biased towards teaching in certain areas.
- (3) The number of class hours to be distributed to “G Health” is about 8 credit hours in Grade 3 and Grade 4, and about 16 credit hours in Grade 5 and Grade 6. The number of class hours should be distributed over the two grades respectively.
- (4) Regarding the content of “G Health” in Grade 3/Grade 4 and Grade 5/Grade 6, allocate an appropriate amount of time for effective learning.
- (5) In the lower grades, based on Chapter 1 General Provisions 2-4 (1), actively promote relationships with other subjects, etc. to enhance the effect of instruction, and continue the expectations of early childhood shown in the Kindergarten Education Guidelines, etc. In particular, at the beginning of elementary school, devise measures such as providing comprehensive and related guidance centered on life sciences and setting flexible timetables.

- (6) For children with disabilities, systematically and systematically devise instruction content and instruction methods according to the difficulties that arise when conducting learning activities.
- (7) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), while considering the relationship with morals, etc., give appropriate guidance for the characteristics of the physical education regarding the contents shown in Chapter 3 Special Subjects Morals.

2 Regarding the handling of the content of section two, the following matters shall be taken into consideration:

- (1) In addition to considering the actual conditions of the school and the community, devise ways to provide guidance according to each child's exercise experience and skill level, and to carry out activities aimed at solving exercise issues by the child themselves. In particular, devise guidance for children who are not good at exercising and children who are not enthusiastic about exercising, and when instructing children with disabilities, the children around them respect various characteristics.
- (2) Keep in mind to actively engage in language activities to promote the development of communication skills and logical thinking skills, such as discussing exercises and strategies in a logical manner and discussing the maintenance and promotion of familiar health.
- (3) In teaching the content of section two, actively utilize information sources such as the internet and communication networks, and devise ways to carry out learning activities according to the characteristics of each area. At that time, handle the basic operations of information equipment according to the content.
- (4) For various ways of interacting with sports in the field of exercise and guidance in the field of health, devise ways to incorporate learning that accompanies specific experiences.
- (5) Regarding (1)a. of the section two content "A Body Building Exercise Play" and "A Body Building Exercise," it is possible to provide guidance that makes the most of the purpose in each area of each grade.
- (6) Regarding the guidance of the section two content "D Water Play" and "D Swimming Exercise," if it is difficult to secure an appropriate swimming pool, they may not be dealt with, but these tips must be taken up.
- (7) Give guidance about the Olympics and Paralympics, particularly noting the significance and value of sports through various exercises according to the stage of child development, such as valuing fair play.
- (8) For guidance to learn how to act such as gathering, tidying up, increasing and decreasing lines, and to be able to act as an efficient and safe group, perform appropriately in each area (excluding health) of each grade beginning with the second section content "A Body Building Exercise Play" and "A Body Building Exercise."
- (9) It should be noted that guidance such as playing in the snow, playing on the ice, skiing, skating, and waterside activities, which are closely related to nature, will be actively provided according to the actual conditions of the school and the area.
- (10) Regarding the contents of health, exercise, meals, rest and sleep, while taking into consideration the viewpoint of dietary education, consideration should be given to the formation of healthy lifestyles, and each area of the third grade and above excluding health and school lunch. Make sure to provide related guidance
- (11) When instructing Health, make sure that instruction is interesting and incorporate learning activities to solve health-related issues.

## Section 10 Foreign Languages (omitted for AIS)

### Chapter 3 SPECIAL SUBJECTS

#### MORALS

##### I OBJECTIVES

Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), in order to cultivate the morality that is the basis for a better life, based on an understanding of moral values, look at oneself and do things. Develop moral judgment, sentiment, motivation and attitude through learning to deepen thoughts about one's own way of life.

##### II OBJECTIVES AND CONTENT FOR EACH GRADE

In the morals subject, which is the cornerstone of moral education conducted throughout the school's educational activities, the following items are dealt with:

###### A About Myself

[Judgment of right and wrong, autonomy, freedom and responsibility]

{Grade 1 and Grade 2}

Make a distinction between good and bad and be willing to do what you think is good.

{Grade 3 and Grade 4}

Do what you judge to be correct with confidence.

{Grade 5 and Grade 6}

Value freedom, make autonomous decisions, and act responsibly.

[Honesty]

{Grade 1 and Grade 2}

Do not lie or cheat, and live in a straightforward manner.

{Grade 3 and Grade 4}

Correct your mistakes and live honestly and with a bright heart.

{Grade 5 and Grade 6}

Live with sincerity and a bright heart.

[Moderation, temperance]

{Grade 1 and Grade 2}

Be careful about your health and safety, take good care of things and money, take care of yourself, do not be selfish, and live a regular life.

{Grade 3 and Grade 4}

Do what you can, be careful about your safety, think carefully, and live a modest life.

{Grade 5 and Grade 6}

Be careful about your safety, understand the importance of lifestyle, make changes for the better, keep moderation and try to be modest.

[Growth of individuality]

{Grade 1 and Grade 2}

Be aware of your characteristics.

{Grade 3 and Grade 4}

Be aware of your characteristics and develop your strengths.

{Grade 5 and Grade 6}

Knowing your own characteristics, revise your weaknesses and developing your strengths.

[Hope and courage, effort and strong will]

{Grade 1 and Grade 2}

Do your study and work well.

{Grade 3 and Grade 4}

Have a strong will and persevere toward the goal you have decided to do.

{Grade 5 and Grade 6}

Set higher goals, have hope and courage, and work hard to get things done in the face of difficulties.

[The quest for truth]

{Grade 5 and Grade 6}

Cherish the truth and have a willingness to explore things.

## B Relationships with others

[Kindness and compassion]

{Grade 1 and Grade 2}

Treat people close to you with a warm heart and be kind.

{Grade 3 and Grade 4}

Be considerate of the other person and be willing to be kind.

{Grade 5 and Grade 6}

Be considerate of everyone and be kind from the standpoint of the other person.

[Gratitude]

{Grade 1 and Grade 2}

Thank you to your family and other people who are indebted to you.

{Grade 3 and Grade 4}

Treat people who support your life, such as your family, and the elderly who have built your current life with respect and gratitude.

{Grade 5 and Grade 6}

Thank and respond to the support and help of many people from the past and their families in their daily lives.

[Courtesy]

{Grade 1 and Grade 2}

Be cheerful with pleasant greetings, wording, and movements.

{Grade 3 and Grade 4}

Know the importance of etiquette and treat everyone with sincerity.

{Grade 5 and Grade 6}

Be polite and sincere in dealing with time and place.

[Friendship, trust]

{Grade 1 and Grade 2}

Make friends and help each other.

[Grade 3 and Grade 4]

Understand, trust, and help each other with friends.

[Grade 5 and Grade 6]

Build relationships by trusting each other with friends, learning from each other, deepening friendships, and understanding the opposite sex.

[Mutual understanding, tolerance]

[Grade 3 and Grade 4]

Communicate your thoughts and opinions to the other person, understand the other person, and value opinions that are different from your own.

[Grade 5 and Grade 6]

Communicate your thoughts and opinions to the other person, have a humble heart, and respect opinions and positions that are different from your own with a broad heart.

### C Relationships with groups and society

[Respect for rules]

[Grade 1 and Grade 2]

Keep promises and rules, and cherish what everyone uses.

[Grade 3 and Grade 4]

Understand the meaning of promises and social rules and keep them.

[Grade 5 and Grade 6]

Understand the meaning of laws and regulations, and be willing to protect them, cherish the rights of yourself and others, and fulfill your obligations.

[Justice, impartiality, social justice]

[Grade 1 and Grade 2]

Treat others regardless of your likes and dislikes.

[Grade 3 and Grade 4]

Treat everyone with a fair and impartial attitude.

[Grade 5 and Grade 6]

Treat everyone with a fair and impartial attitude without discrimination or prejudice, and strive to realize justice.

[Labor, public spirit]

[Grade 1 and Grade 2]

Knowing the goodness of working and working for everyone.

[Grade 3 and Grade 4]

Knowing the importance of working and willing to work for everyone.

[Grade 5 and Grade 6]

Enjoy the fulfillment of working and serving society, understand its significance, and do something useful for the public.

[Family love, fulfillment of family life]

[Grade 1 and Grade 2]

Respect parents and grandparents, and be willing to help the family to help their families.

[Grade 3 and Grade 4]

Respect parents and grandparents, and work together with the whole family to create a fun family.

{Grade 5 and Grade 6}

Respect parents and grandparents, seek happiness in their families, and be willing to do something useful.

[Better school life, enrichment of group life]

{Grade 1 and Grade 2}

Respect the teacher, get to know the people at school, and enjoy the class and school life.

{Grade 3 and Grade 4}

Respect teachers and school people, and work together to create fun classes and schools.

{Grade 5 and Grade 6}

Respect teachers and school people, work together to create better classes and schools, and be aware of your role in various groups and strive to enhance group life.

[Respect for tradition and culture, love for the country and hometown]

{Grade 1 and Grade 2}

Be familiar with and attach to the culture and life of our country and hometown.

{Grade 3 and Grade 4}

Cherish the traditions and culture of our country and hometown, and to have a love for our country and hometown.

{Grade 5 and Grade 6}

Cherish the traditions and culture of our country and hometown, to know the efforts of our predecessors, and to have a love for our country and hometown.

[International understanding, international goodwill]

{Grade 1 and Grade 2}

Familiarize yourself with the people and culture of other countries.

{Grade 3 and Grade 4}

Be familiar with and interested in people and cultures of other countries.

{Grade 5 and Grade 6}

Understand the people and culture of other countries and strive for international goodwill with awareness as a Japanese.

#### D Relationships with life, nature, and sublime things

[Preciousness of life]

{Grade 1 and Grade 2}

Know the wonders of living and to cherish life.

{Grade 3 and Grade 4}

Know the preciousness of life and to cherish the things that are alive.

{Grade 5 and Grade 6}

Respect for life, understanding that it is an irreplaceable part of many life connections.

[Nature protection]

{Grade 1 and Grade 2}

Be familiar with the nature around you and treat with a heart that is kind to animals and plants.

{Grade 3 and Grade 4}



To feel the splendor and mystery of nature and to cherish nature, animals and plants.  
〔Grade 5 and Grade 6〕

To know the greatness of nature and to cherish the natural environment.

[Impressive and awe]

〔Grade 1 and Grade 2〕

Touching beautiful things and having a refreshing heart.

〔Grade 3 and Grade 4〕

Be impressed by beautiful and noble things.

〔Grade 5 and Grade 6〕

Be impressed by beautiful and noble things and having awe for things beyond human power.

[The joy of living better]

〔Grade 5 and Grade 6〕

Understand the strength and nobility of human beings who try to live better, and to feel the joy of living as a human being.

### III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 Each school shall prepare an annual instruction plan for morals based on the overall plan for moral education, taking into consideration the relationship between each subject, foreign language activities, comprehensive study time and extracurricular activities. In preparation, all the content items of each grade level shown in section two will be taken up in each corresponding grade. At that time, depending on the actual situation of the child and the school, we will devise measures such as focusing on the second grade, providing guidance with close relationships between content items, and providing guidance to handle one content item in multiple hours. Assumed to be performed.

2 In giving guidance on the content in section two, the following matters shall be taken into consideration:

- (1) Enhance the guidance system centered on moral education promotion teachers by devising the participation of principals and vice-principals and cooperative guidance with other teachers.
- (2) Provide systematic and developmental guidance so that the moral department can play a central role in moral education conducted throughout the school's educational activities. In particular, supplement the guidance related to content items that are not sufficiently dealt with as moral education in each subject, foreign language activity, comprehensive study time and special activities, and provide guidance based on the actual situation of children and schools. Keep in mind that it will be further deepened and that the interrelationships of the content items will be reconsidered and developed.
- (3) While cultivating morality by oneself, devise so that children can look back on themselves and realize their growth and find future issues and goals. At that time, students should be able to think, understand, and independently engage in learning about the significance of cultivating morality.
- (4) Enhance language activities such as discussing and writing based on one's own thoughts so that children can deepen their thoughts, make judgments, and develop the ability to express while being exposed to various ways of feeling and thinking.
- (5) Considering the stage and characteristics of the child's development, devise a teaching method such as appropriately incorporating problem-solving learning and experiential

learning about moral behavior in line with the aim of the teaching. At that time, be able to think about the significance of what you have learned through those activities. In addition, various practical activities and hands-on activities such as extracurricular activities should be utilized in the morals class.

- (4) Enhancing guidance on information ethics, taking into consideration the stage and characteristics of the child's development, and taking into account the relationship with the content shown in the second section. Also, consider the stage and characteristics of the child's development, pay attention to the handling of modern issues such as the sustainable development of society, think about familiar social issues in relation to oneself, and consider them. Strive to foster the motivation and attitude to contribute to the solution. In addition, do not give guidance that is biased toward a specific viewpoint or way of thinking about matters that can be viewed or thought in various ways.
- (5) Homes and local communities, such as opening morals classes to the public, and actively participating and cooperating with homes, local people, experts in various fields, etc. in conducting classes and developing and utilizing local teaching materials. To deepen the common understanding with and to promote mutual cooperation.

3 Regarding teaching materials, the following items shall be noted:

- (1) Try to utilize various teaching materials in consideration of the stage and characteristics of the child's development, the actual situation of the area, etc. In particular, the subjects are contemporary issues such as the dignity of life, nature, tradition and culture, biography of ancestors, sports, and response to informatization. Develop and utilize abundant teaching materials that will help students remember what they have learned.
- (2) The teaching materials shall be judged to be appropriate in light of the following viewpoints in accordance with the Fundamental Law of Education, the School Education Law and other laws and regulations:
  - a. Materials should be suitable for the child's developmental stage and to achieve the aim.
  - b. Materials should meet the spirit of respect for human beings, and give children the joy and courage to live better as human beings, including issues such as worries, conflicts, and other issues such as understanding human relationships.
  - c. When dealing with matters that can be viewed and thought in various ways, the treatment should not be biased toward a specific view or way of thinking.

4 It is necessary to continuously grasp the learning situation of children and the state of growth related to morality, and make efforts to utilize it for guidance. However, evaluation by numerical values shall not be performed.

## Chapter 4 Foreign Language Activities (translation omitted for AIS)

### Chapter 5 GENERAL STUDIES TIME

#### I OBJECTIVES

Understand the significance of collaborating while being aware of your own role such as cleaning and other duties and engaging activities, and take the initiative in thinking about what is necessary to play a role as a member of society.

- (1) In the process of inquiry learning, acquire the knowledge and skills necessary for solving problems, form concepts related to problems, and understand the goodness of inquiry learning.
- (2) To be able to find questions in the real world and in real life, set problems on your own, collect information, organize and analyze it, and summarize and express the findings.
- (3) While proactively and collaboratively engaging in exploratory learning, cultivate an attitude of actively participating in society while making the best use of each other's goodness.

#### II OBJECTIVES AND CONTENT FOR EACH GRADE

##### 1 Objective

Each school should set a comprehensive study time goal for each school, based on the objectives above.

##### 2 Content

In each school, the content of the comprehensive study time of each school is based on the first goal.

##### 3 Handling of objectives and contents set by each school

The following matters shall be taken into consideration when setting the objectives and contents set by each school.

- (1) Regarding the objectives set by each school, show the qualities and abilities to aim for development through the time of comprehensive study, based on the educational goals of each school.
- (2) Regarding the objectives and contents set by each school, pay attention to the differences from the objectives and contents of other subjects, etc., and emphasize the relationship with the qualities and abilities aimed at training in other subjects.
- (3) Regarding the objectives and contents set by each school, emphasize the relationship with daily life and society.
- (4) Regarding the content set by each school, show the specific qualities and abilities that are appropriate for achieving the objectives, and the specific qualities and abilities that aim to develop through the solution of the inquiry problem.
- (5) Regarding the inquiry tasks suitable for achieving the goals, depending on the actual situation of the school, for example, cross-sectional and comprehensive issues corresponding to modern issues such as international understanding, information, environment, welfare and health, and regional issues should be set based on issues such as people's lives, traditions and culture, etc. and according to the characteristics of the area and school, and issues based on the interests of children.
- (6) Consider the following items regarding specific qualities and abilities that aim to be nurtured through the solution of inquiry issues:
  - a. Knowledge and skills acquired in other subjects and in the time of General Study should be

interconnected and formed as living and working in society.

- b. Thinking ability, judgment ability, expressive ability, etc. are demonstrated in the process of exploratory learning such as setting tasks, collecting information, organizing / analyzing, summarizing / expressing, etc.
  - c. Regarding the ability to learn, take into consideration both the perspectives of oneself and the relationship with others and society.
- (7) Regarding the specific qualities and abilities that aim to be nurtured through the inquiry tasks that are appropriate for achieving the objectives and the resolution of the inquiry issues, the qualities and abilities that are the basis of all learning beyond the subject etc. should be nurtured and utilized.

### III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 The following items shall be taken into consideration when creating the instruction plan.

- (1) Foreseeing the contents and time required for study units throughout the year, aim to realize proactive, interactive and deep learning of children toward the development of qualities and abilities to be nurtured. At that time, students should exercise their exploratory perspectives and ways of thinking according to the actual conditions of the child, school, and area, and cross-curricular and comprehensive learning that transcends the boundaries of subjects and learning based on the child's interests to enhance educational activities that make use of ingenuity.
- (2) In preparing the overall plan and the annual guidance plan, the objectives and contents, learning activities, teaching methods and teaching systems, learning evaluation plans, etc. should be shown in relation to all educational activities in the school.
- (3) To correlate the qualities and abilities acquired in other subjects and in the time of comprehensive study, make use of them in learning and life, and enable them to work comprehensively. At that time, emphasize the qualities and abilities that are the basis of all learning, such as language ability and information utilization ability.
- (4) While paying attention to the differences from the objectives and contents of other subjects, carry out appropriate learning activities based on the set objectives and contents.
- (5) The name of the comprehensive study time at each school should be determined appropriately at each school.
- (6) For children with disabilities, systematically and systematically devise instruction content and instruction methods according to the difficulties that arise when conducting learning activities.
- (7) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), comprehensive learning about the contents shown in Chapter 3 Special Subject Morals, while considering the relationship with moral study, etc.

2 Regarding the handling of the content, the following matters shall be taken into consideration:

- (1) Based on the objectives and contents set in each for each grade, the teacher should provide appropriate guidance according to the learning situation of the child.
- (2) In the process of inquiry learning, learning activities such as collaborating with others to solve problems and learning activities such as analyzing, summarizing, and expressing in language should be carried out. In doing so, for example, make use of thinking techniques such as comparing, classifying, and associating.
- (3) In the process of exploratory learning, devise ways to carry out learning activities such as collecting, organizing, and disseminating information by appropriately and effectively

utilizing computers and information and communication networks. At that time, learn the basic operations of information means required as a basis for learning such as inputting characters on a computer, and give consideration so that information can be independently selected and utilized.

- (4) Actively incorporate social experiences such as nature experiences and volunteer activities, hands-on activities such as manufacturing and production activities, and learning activities such as observations/ experiments, tours and surveys, presentations and discussions.
- (5) Experiential activities should be appropriately positioned in the process of exploratory learning based on the goals and contents set in the first goal and the second school.
- (6) Utilize various learning forms such as group learning and learning in different age groups, cooperation of local people. For this, devise a teaching system such that all teachers work together to provide guidance.
- (7) Utilize school libraries, cooperation with other schools, cooperation with social education facilities such as public halls, libraries, museums, and various groups such as social education related organizations, local teaching materials, etc.
- (9) When learning about international understanding, students should engage in exploratory learning so that they can experience and investigate the lives and cultures of other countries.
- (10) When learning about information exploratory learning, learning activities such as collecting, organizing, and disseminating information, and thinking about the impact of information on daily life and society should be carried out. When conducting learning activities to acquire logical thinking ability while experiencing the programming listed in 3-1, (3)b. of Chapter 1 General Provisions, computer programming is an exploratory learning process which should be properly accommodated.

## Chapter 6 SPECIAL ACTIVITIES

### I OBJECTIVES

By exercising the viewpoints and ways of thinking as a group and society former, voluntarily and practically engaging in various group activities, and solving problems in the lives of the group and oneself while demonstrating each other's goodness and potential, aim to develop qualities and abilities as follows:

- (1) Understand the significance of various group activities in collaboration with various others and what is necessary to carry out the activities, and learn how to act.
- (2) Be able to find, discuss, reach consensus, and make decisions to solve problems in groups, self-life, and relationships.
- (3) By making use of skills learned through voluntary and practical group activities, form life and relationships in groups and societies, deepen thoughts on ways of life, and try to realize oneself.

### II OBJECTIVES AND CONTENT FOR EACH GRADE

[Classroom Activities]

#### 1 Objective

Develop the qualities and abilities set forth in the first goal through voluntary and practical efforts to make decisions and put into practice in order to envision a future way of life, including finding and solving problems to improve life in class and school, discussing to solve them, forming consensus, sharing roles and practicing in cooperation, and solving own problems by making use of discussions in class.

#### 2 Content

In order to cultivate the qualities and abilities of section 1 in all grades, through each of the following activities, understand the significance of each activity and what is necessary to carry out the activity, and give guidance so that you can think and practice independently.

- (1) Participation in life planning in classes and schools
  - a. Solving life problems in class and school, finding problems to improve life in class and school, discussing ways to solve them, consensus building, and practice.
  - b. Creating an organization within the class and awareness of roles in order to enhance and improve class life, children should independently create an organization, share work while being aware of their roles, and cooperate with each other to practice.
  - c. Improving the lives of diverse groups in schools  
Discuss and decide on proposals and efforts as a class in order to improve school life through activities and school events in various groups that transcend the boundaries of the class such as children's associations.
- (2) Adaptation to daily life and learning, self-growth and health and safety
  - a. Formation of basic lifestyle  
Acquire basic lifestyle habits such as personal arrangements and greetings, and to lead a modest life.
  - b. Formation of better relationships  
Find goodness in class and school life, respecting each other's differences, and living in harmony and trust.
  - c. Formation of healthy and safe lifestyles both physically and mentally  
Maintain and improve physical and mental health for the present and life, and to protect

yourself from incidents, accidents, disasters, etc. and act safely.

- (3) School lunch and desirable eating habits from the viewpoint of dietary education  
While focusing on the time of lunch, aim to form desirable eating habits such as how to eat healthy meals, and improve human relations through meals.
- (4) Career formation and self-actualization of each person
  - a. Forming motivation and attitude to live with hope and goals in the present and future  
Be proactively involved in life planning in class and school, trying to save oneself, having hopes and goals, and trying to improve daily life to realize them.
  - b. Fostering awareness of social participation and understanding the significance of working  
Understand the significance of collaborating while being aware of your own role such as cleaning and other duties, and take the initiative in thinking about what is necessary to play a role as a member of society.
  - c. Formation of independent learning attitude and utilization of school library, etc.  
Think about the significance of learning and the connection between current and future learning and self-actualization, and making use of the school library as a place for independent learning, making a prospect for learning and reflection.

### 3 Utilization of the Content

- (1) When giving guidance, pay particular attention to the following items at each grade level:

{Grade 1 and Grade 2}

Understand the goodness of consensus building and practice by presenting your own opinions and listening to the opinions of others in line with the way discussions proceed. Understand and act on basic lifestyles and the importance of keeping promises and rules, and set and implement goals to improve your life.

{Grade 3 and Grade 4}

Clarify the reason, convey your thoughts, and accept opinions that differ from your own, while trying to reach consensus on the goals and activities of the group and put them into practice. Be aware of your goodness and role, think carefully and act, and lead a modest life.

{Grade 5 and Grade 6}

To listen to the other person's thoughts, understand the other person's position and way of thinking, and actively make use of the goodness of various opinions to build consensus and put it into practice. Strive persistently with high goals and try to develop the goodness of yourself and others.

- (2) In the guidance of section 2 (3), use teaching materials that children record and accumulate their activities such as making prospects for learning and living in schools, homes and communities, looking back on what has been learned, motivating new learning and living, and thinking about future ways of life.

{Children's Association Activities}

#### 1 Objective

Voluntarily and practically work on planning, sharing roles, and cooperating to solve various problems for the enhancement and improvement of school life by cooperating with children of different ages. Through this, develop the qualities and abilities set forth in the objectives of section one.

## 2 Content

In order to develop the qualities and abilities of section 1, at the children's association organized by all the children of the school, through each of the following activities, understand the significance of each activity and what is necessary to carry out the activity, and think independently Instruct them to practice.

### (1) Creating a children's association and planning and managing children's association activities

Children should take the initiative in forming an organization, sharing roles, making plans, discussing to find and solve problems in school life, and consensus building and practice.

### (2) Exchange with different age groups

In activities such as meetings planned and managed by the children's association, enjoy interacting and interacting with children of different grades and classes.

### (3) Cooperation with school events

Depending on the nature of the school event, utilize the organization of the children's association to take charge of part of the plan or cooperate with the management.

## 3 Utilization of the Content

(1) The planning and management of the children's association should be mainly carried out by older children. At that time, care should be taken so that all children in the school can participate in the activities independently.

### {Club Activities}

#### 1 Objective

By cooperating with children of different ages and voluntarily and practically working on planning and managing group activities that pursue common interests and interests, develop individuality and set the objectives of section one. Aim to develop the qualities and abilities listed.

## 2 Content

Understand the significance of each activity and what is necessary to carry out the activity through each of the following activities, mainly in clubs organized by like-minded children in grade 4 and above, in order to develop the qualities and abilities of section 1. Instruct students to think independently and practice.

### (1) Club organization and club activity planning and management

Children make activity plans, share roles, and cooperate in management.

### (2) Activities to enjoy the club

Collaborate with children of different grades and pursue common interests while making the most of their ingenuity.

### (3) Announcement of club achievements

Make use of the ideas and ideas of the members of the club and cooperate to announce the results of the activities to the children of the entire school and the people in the community.

### {School Events}

#### 1 Objective

Through experiential activities to build a better school life by cooperating with children of all schools or grades, deepen the sense of belonging and solidarity with the group, cultivate the public spirit, and the qualities and abilities set forth in the first goal.



## 2 Content

In order to cultivate the qualities and abilities of section 1 in all grades at each of the following events, arrange activities that contribute to the enhancement and development of school life. Understand the significance of each school event and what is necessary to carry out the activity.

### (1) Ceremonial events

Celebrate auspicious events throughout the school year to feel solemn and fresh, and to gain motivation to develop a new life.

### (2) Cultural events

Announce the results of regular learning activities so that you can further motivate yourself to improve and become familiar with culture and art.

### (3) Health and safety / physical education events

Contribute to healthy development of mind and body, maintenance and promotion of health, acquisition of safe behavior and disciplined group behavior to protect oneself from incidents, accidents, disasters, etc.

### (4) Excursions / group overnight events

Experience the ideal way of group life and public morals, such as spreading the knowledge, getting familiar with nature and culture, and building better relationships in a living environment that is different from normal, such as group accommodation activities in nature.

### (5) Labor service / volunteer events

Experience the preciousness of work and the joy of production, as well as the experience of cultivating the spirit of social service such as volunteer activities.

## 3 Utilization of the Content

- (1) Carefully select events and their contents according to the type of event shown in section 2 according to the actual situation of the child, school, and area, and after making the best use of the purpose of each event, try to relate and integrate the events. In addition, in implementing them, enhance activities such as nature experience and social experience, and enhance post-event activities such as looking back on what you noticed through the experience activities, summarizing, and presenting to each other.

## III CREATION OF INSTRUCTION PLAN AND HANDLING OF CONTENTS

1 The following items shall be taken into consideration when creating the instruction plan.

- (1) Foresee each activity of extracurricular activities and school events, and try to realize proactive, interactive and deep learning of children toward the development of qualities and abilities to be nurtured in them. At that time, in order to contribute to the formation of better human relationships, the construction of a better group life, participation in society, and self-actualization, children exercise their perspectives and ways of thinking as group and society formers, and voluntarily participate in various group activities. Emphasis should be placed on acknowledging each other's goodness, individuality, and diverse ideas, and equally engaging in consensus building and playing a role in working objectively and practically.
- (2) At each school, make an overall plan for extracurricular activities and an annual guidance plan for each activity and school event. At that time, take advantage of the ingenuity of the school, considering the class, school, the actual situation of the area, the stage of child development, etc., along with the contents shown for each subject, morals, foreign language activities, comprehensive learning. Promote voluntary and practical activities by children accompanied by adult guidance. Also, devise ways to collaborate with families and local people, and utilize social education facilities.

- (3) Focusing on children's voluntary and autonomous activities in class activities, while associating each activity with school events, deepen understanding of each child, foster a relationship of mutual trust between teachers and children to enhance class management. At that time, in particular, try to relate to student guidance, including prevention of bullying.
- (4) In the lower grades, based on Chapter 1 General Provisions 2-4 (1), actively promote relationships with other subjects, etc. to enhance the effect of instruction, and continue the expectations of early childhood shown in the Kindergarten Education Guidelines, etc. In particular, at the beginning of elementary school, devise measures such as related guidance centered on life sciences and setting flexible timetables.
- (5) For children with disabilities, systematically and systematically devise instruction content and instruction methods according to the difficulties that arise when conducting learning activities.
- (6) Based on the goals of moral education shown in Chapter 1 General Provisions 1-2 (2), while considering the relationship with moral departments, etc., give appropriate guidance according to the situation the characteristics of special activities as shown in Chapter 3 Special Subjects Morals.

2 Regarding the handling of the content in section two, the following matters shall be taken into consideration:

- (1) Regarding the guidance of class activities, children's association activities and club activities, children's voluntary and autonomous activities are effectively developed under the appropriate guidance of teachers according to the characteristics of the guidance content. At that time, in order to build a better life, devise ways to enhance activities such as making and protecting ourselves.
- (2) Based on the actual situation of children and schools and the emphasis of moral education shown in Chapter 1 General Provisions 6-2, prioritize the content of instruction to be taken up in each grade, and if necessary, relate and integrate the content.
- (3) Regarding adaptation to school life and formation of human relationships, respond individually to the issues faced by each student, based on guidance that provides necessary assistance mainly in group situations and the diverse actual conditions of individual children. Guidance counseling (including educational counseling) should be availed to students. Especially at the beginning of enrollment and at the beginning of each grade, each child should adapt to school life and devise ways to live with hopes and goals. At the same time, schools should keep in close contact with children's homes.
- (4) While emphasizing interaction with different age groups, collaborate through interaction and dialogue with infants, the elderly, people with disabilities, etc., and opportunities for joint learning. Enrich activities that give the joy of helping and contributing to society.

3 At the entrance and graduation ceremonies, the national flag will be displayed and the national anthem will be sung instructed based on its significance