

IV Organizaization and Implementation of Curriculum

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(1) Outline

1 Total Structure of Curriculum

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(2) Organization of Curriculums

3 Educational Objectives and Curriculum

4 Curriculum and Courses of Study

(3) Implementation of Curriculums

5 Organization of Units and Study Materials

6 Lesson Plans

7 Evaluation of Study

8 Class and Curriculum Evaluations

9 Forms of Guidance

(4) Examples of Curriculum Activities

10 Subjects in Elementary School

Subjects of Elementary Schools

- Japanese Language
- Social Studies (2-6th grade)
- Arithmetic
- Science (2-6th grade)
- Life studies (1-2nd grade)
- Music
- Drawing and Handcraft
- Home economics (3-6th grade)
- Physical Education

Subjects of Elementary Schools

Subjects of elementary schools are divided into two categories: **Core Subjects** and **Elective Subjects**.

Core Subjects are Japanese Language, Social Studies, Arithmetic, Science, Life Studies, Music, Drawing and Handcraft, Home Economics, and Physical Education.

Elective Subjects are Foreign Language, Art, and Health Education.

Subjects of Elementary Schools

Subjects of Elementary Schools

11 Moral Education

Moral Education

Objectives of moral education

- Discipline of moral education classes
- Discipline of moral education classes

Contents of moral education

- Content focusing on oneself
- Content focusing on relationships with other individuals
- Content focusing on values and a humane living
- Content focusing on relationship with groups and society

Moral Education

Contents of Moral Education - A sample about the activities in all groups and the writing

Grade 1: 1. Self-awareness and self-control, 2. Respect for others, 3. Cooperation with others, 4. Responsibility, 5. Honesty, 6. Respect for rules and order, 7. Respect for the environment, 8. Respect for the community, 9. Respect for the nation, 10. Respect for the world.

Moral Education

Contents of Moral Education - A sample about the activities with groups and the writing

Grade 2: 1. Self-awareness and self-control, 2. Respect for others, 3. Cooperation with others, 4. Responsibility, 5. Honesty, 6. Respect for rules and order, 7. Respect for the environment, 8. Respect for the community, 9. Respect for the nation, 10. Respect for the world.

Moral Education

Moral Education

12 Special Activities 1 (Class Activities)

Special Activities 1 (Class Activities)

Objectives

Contents

- Class activities
- Activities of classroom council
- Class activities
- School events
 - Conventional events
 - Self-organizing events
 - Health and safety related events and cultural events
 - Event-oriented group learning events
 - Other learning and creative events

Outline of special activities

Special Activities 1 (Class Activities)

A. Class Activities

- Related to improvement and progress in classroom and school life
- Related to adaptation to daily life and study, and to healthiness and safety

Special Activities 1 (Class Activities)

Special Activities 1 (Class Activities)

13 Special Activities 2 (Students Council)

Special Activities 2 (Students Council)

Activities of Student Council

To conduct activities and to make plans in order to enrich and improve school life and to try to solve issues in cooperative fashion through operations of student councils.

Types of activities of student councils

Representative committee activities
Committee activities
Activities of student assemblies

Special Activities 2 (Students Council)

Student council organization

Student Council

President
Vice President
Secretary
Treasurer
Public Relations
Sports and Cultural Activities
Health and Safety
Environment
Community Relations
International Relations
Other

Special Activities 2 (Students Council)

Special Activities 2 (Students Council)

Special Activities 2 (Students Council)

14 Special Activities 3 (Club Activities)

Special Activities 3 (Club Activities)

Club activities

Compulsory clubs during class
NBSB/OTB

Activities having no relation to grades and classes

Activities involving studying of common interests

Club activities characteristics

They respond to the needs of members

To put forward children's wishes regarding setting of activities

To work with the upper grades who act as leaders

Special Activities 3 (Club Activities)

Examples

Traditional activities: Japanese Handwriting, Japanese Calligraphy, Cultural Activities, Martial Arts, Sports, Music, Art, etc.

Modern activities: Computer, English, etc.

Other activities: Gardening, etc.

Special Activities 3 (Club Activities)

Special Activities 3 (Club Activities)

15 The Period of Integrated Study

The Period of Integrated Study

Characteristics The period when children can study beyond the regular framework of subjects by using each subject's strength

Goals

- To develop and improve active and creative problem-solving abilities through learning, critical thinking, inquiry, and solving independently

Learning activities

- Child-oriented subjects: Information understanding, information awareness, welfare and health, etc.
- Subjects based on children's interests
- Subjects based on the characteristics of individual communities

The Period of Integrated Study

Children of the same age

Integration of the subject's use

The period of integrated study and individual subjects

The Period of Integrated Study

Use of Period of Integrated Study (Teachers)

Example: The period of integrated study - Information and communication

The Period of Integrated Study

Example: The period of integrated study - Information and communication

The Period of Integrated Study

Example: The period of integrated study - Information and communication

16 Club Activities

Club Activities

Extracurricular activities

Extracurricular club activities of students' choice

Significance of extracurricular activities

To deepen learning of the mind and body and of culture

To develop individual personalities

To nurture social and group interaction skills

Club Activities

Athletic clubs

Football, baseball, soccer, tennis, basketball, swimming, judo/judo-jump, table and field, water polo, Japanese archery, judo

Cultural clubs

Class bands, vocal ensembles, Japanese calligraphy, drama, chemistry, tea ceremonies, ikebana, English Speaking Society, chess, etc.

Club Activities

Club Activities

Club Activities

Total Structure of Curriculums

■Curriculums

=The holistic educational framework

■The concrete items of curriculums

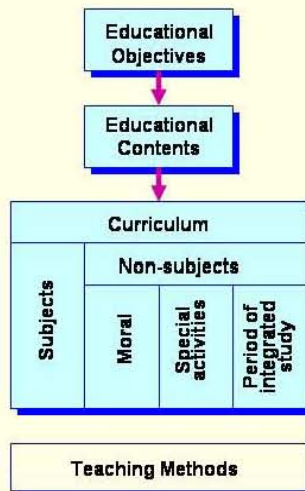
1. The concrete educational contents
2. Subjects or extra curriculums
3. Requirements or selective subjects
4. Teaching materials
5. The number of school hours
6. The types of teaching method

(IV-1)

1

Each school sets up its ideas and educational objectives. The curriculum is a school's educational plan that organizes each grade's core requirements in a systematic management style.

Total Structure of Curriculums



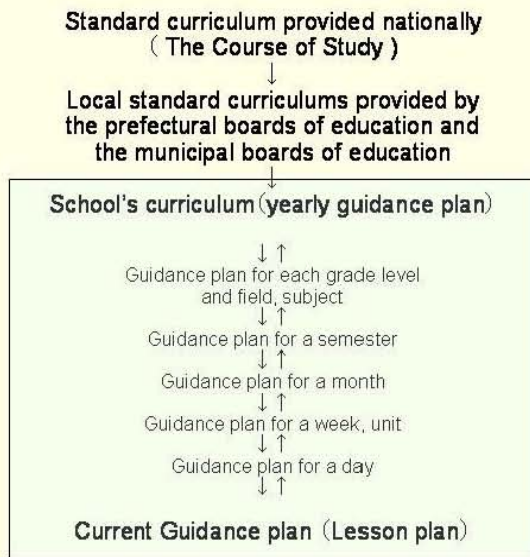
Relationship between educational objectives
/ educational contents and curriculums/ teaching methods

(IV-2)

2

"Educational objectives" are concepts of "what kind of human beings are to be nurtured". In order to achieve such objectives, educational contents must be determined. The educational contents of "what to teach learners" are "curriculums" that have a close relationship with teaching methods (how to teach). The "curriculums" of schools in Japan consist of two areas: "subjects" and "non-subjects." For example, in elementary schools there are nine subjects: "Japanese language," "social studies," "arithmetic," "science," "life styles," "music," "drawing and handcrafts," "home economics" and "physical education". In "non-subjects" there are "moral precepts," "special activities" and "the period of integrated study."

Total Structure of Curriculums



(IV-3)

3

In Japan, local standard curriculums provided by the prefectural boards of education and the municipal boards of education, are based on "The Course of Study," which is the standard nationwide curriculum. Each school makes its "yearly guidance plan" as a general plan at the beginning of the year. This guidance plan provides direction for ① Guidance plans for grades, fields and subjects, ② Semester guidance plans, ③ Monthly guidance plans, ④ Weekly and unit guidance plans, ⑤ Daily guidance plans and ⑥ Current lesson guidance plans. Plans are gradually made from ① to ⑥. These plans are evaluated through actual classes and periodically reexamined.

The school also makes its "Course of Study" at the beginning of the year. This plan is made for each subject and extracurricular activity (moral education, special activities, the period of integrated study) at each grade level and for each class.

Total Structure of Curriculums

The image shows a "Year Guideline Plan List for Art" for the year Heisei 17 (2005). It consists of a title page and three detailed tables. The title page reads:

平成 17 年度
(2005)
美術科年間指導計画
(Year Guideline Plan List for Art)

The tables contain columns for lesson numbers, titles, and descriptions of the planned activities and materials for each lesson.

(IV-4)

Year guideline plan list – lower secondly school -

4

The picture above provides one example of "yearly guideline plan list" at a lower secondary school (Art). Using this list, teachers are able to plan yearly instructions for each subject they teach, and also to review their actual lessons in comparison with initial plans.

Process of Curriculum Development

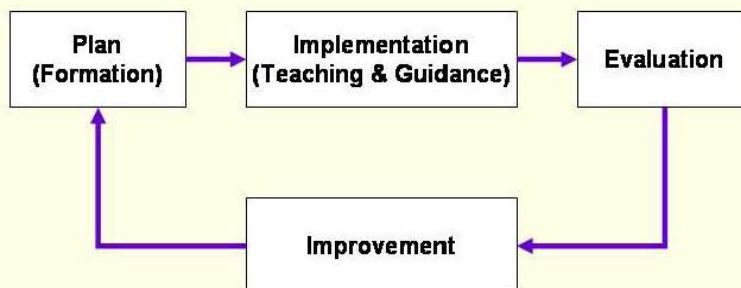
- **Curriculum development**
= The continuous activity of improvement through evaluations of curriculums
- **The rising tendency**
= SBCD
(School-based Curriculum Development)

(IV-5)

5

Curriculum development is an activity that evaluates a school's curriculum continuously from the perspective of social change, etc., and then improves it. It includes curriculums at various levels, for instance, schools, communities, and the national curriculum. In Japan, the implementation of the fundamentals of the Course of Study and each school's full involvement in curriculum development commenced after CERI (Center for Educational Research and Innovation) of the OECD advanced an idea called SBCD (School-based Curriculum Development).

Process of Curriculum Development

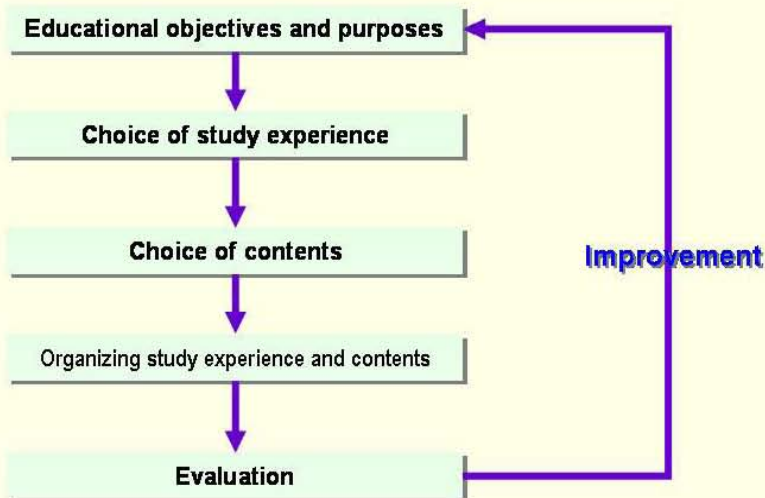


(IV-6)

6

Curriculum development is a dynamic process of curriculum improvement through "doing (teaching and guidance)" and evaluation of the results of a planned curriculum. "Teaching" is one of the practice models in the curriculum development process. It is important that the unity of "process of teaching improvement" be incorporated into curriculum development.

Process of Curriculum Development



(IV-7)

7

The above chart illustrates the process of curriculum development in Japan. This process needs a set of procedures which are to ① set educational objectives, ② select study experiences, ③ select contents, ④ organize study experiences and contents, ⑤ perform evaluations, and ⑥ make improvements. By this set of practical procedures, each school develops its own curriculum.

Process of Curriculum Development

	Location	Name of school	Schools														
			Combination of kindergarten and elementary school	Combination of elementary and lower secondary school	Combination of upper and lower secondary school	Combination of upper secondary school and university	English education	Japanese education	Technology and science	Intercultural science	IT subject	Global education	Cooperative education	Vocational education and training	Specialized education	Institution according to special needs	Cooperation with community or industry
Elementary	Osaka	Osaka lower secondary school															
	Hiroshima	Elementary school attached to department of education at Hiroshima University															
	Nara	Six-year secondary school attached to department of literature at Nara University															
	Yamaguchi	Elementary school attached to Department of Education at Yamaguchi University															
	Osaka	Tokushima elementary school															
Public	Osaka	Elementary school attached to department of Education and Culture at University															
	Nagano	Shimane elementary school															
	Nagano	Shimane elementary school for special support															
	Osaka	Shimane elementary school															
	Osaka	Shimane elementary school															
	Osaka	Shimane elementary school															
	Osaka	Shimane elementary school															
	Osaka	Shimane elementary school															
	Osaka	Shimane elementary school															
	Osaka	Shimane elementary school															
Private	Hiroshima	Shimane elementary school															

(IV-8)

Case of development of curricula ~development research school~

8

This is one example of the themes of the "Development Research School" laid out by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2002. In Japan, the importance of developing creative and practical curricula at each school is emphasized. Research into original and new curricula development, such as at various "Development Research Schools", is in progress at national and local levels.

Educational Objectives & Curriculums

■ Educational Objectives of Schools

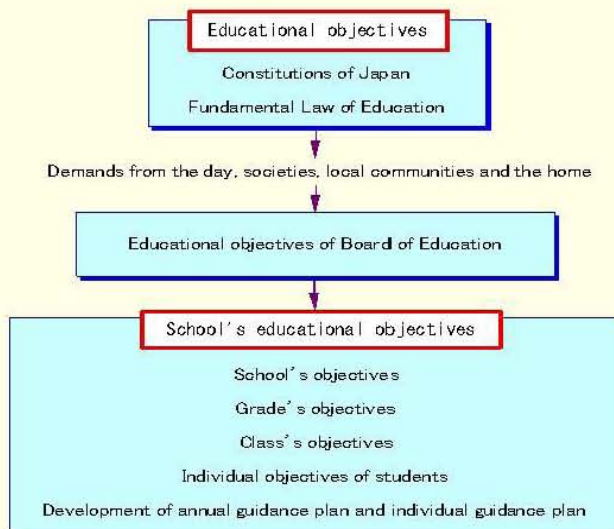
1. School objectives
2. Grade objectives
3. Class objectives
4. Objectives of individual students

(IV-9)

9

Educational objectives of schools are ideas formulated by each school on what education ought to be. They indicate the concept of the ideal type of person that each student should become through participation in school educational activities. Educational objectives of schools can be divided into 4 levels: 1) school objectives, 2) grade objectives, 3) class objectives, and 4) objectives of individual students.

Educational Objectives & Curriculums



(IV-10)

10

In Japan, the Constitution and the Fundamental Law of Education provide educational objectives, and on the basis of them the Boards of Education and schools determine educational objectives. School educational objectives show each school's educational philosophy. Various educational activities are carried out in schools to achieve the objectives.

Educational Objectives & Curriculums

■ School Objectives

"To nurture students to be cheerful and healthy, with fertile intelligence and humanity"

■ Grade Objectives

"To nurture students to be healthy, think well and to be thoughtful" (2nd grade)

■ Class Objectives

"To say hello cheerfully and be kind to other people in daily actions"

This is an example of educational objectives at an elementary school. School educational objectives consist of 'school objectives', 'grade objectives' and 'class objectives.' It can be said that the objectives of school activities become more practical over time.

(IV-11)

Example of school educational objectives

11

Educational Objectives & Curriculums



6th grade November 2004

2nd grade December 2003

This picture is an example of posted 'class objectives'. Among a variety of posters in the classroom, 'class objectives' are educational objectives for all the students who belong to the class to aim for during the school year. These are posted where students can see them daily. 'Class objectives' play an important role in assisting each student to go over and to reflect on daily personal educational activities and priorities.

(IV-12)

Picture of 'class objectives'

12

Curriculums & Courses of Study

■ Objectives of Curriculums according to the course of study (1998)

- ① To nurture humanity and social consciousness and to inculcate an awareness of being a Japanese person living in the international society
- ② To nurture the ability to learn and educate oneself
- ③ To develop a settled foundation / basic understandings for children, to enrich education so that it promotes individuality among students, and to develop educational activities that provide children with wide latitude
- ④ To promote education with distinctive features and to create schools with curricular emphasis, imagination and originality

(Course of study = National standard of curriculum by a country)

(IV-13)

13

In Japan, the official "Course of Study" is the basis of the national curriculum which is revised once in about every 10 years. The current version of the Course of Study was issued on December 14th 1998 comprising the Course of Study for elementary schools, the Course of Study for lower secondary schools, and the Course of Study for kindergartens. These courses of study have been in force since April 1st 2002. In addition, the Course of Study for upper secondary schools, the Course of Study for schools for the blind, schools for the deaf, and schools for the handicapped other than the blind and the deaf were issued on March 29th 1999.

Curriculums & Courses of Study

- Educational contents selected carefully
- Creation of "the period of integrated study"
- Correspondence with internationalization and spread of the information age
- Reduction of the hours of class sessions

(IV-14)

Characteristics of the present courses of study

14

- Careful selection of educational contents: Reduction, transition and integration of contents that tend to be advanced to upper level grades, senior schools
- Creation of "the period of integrated study": Featured educational and developmental activities created and framed by each school
- Response to internationalization and spread of the information age: Learning foreign language conversation, using computers and information and telecommunications networks in classes such as during "the period of integrated study."
- Reduction of class session hours: Reducing the annual total of class session hours by 70 credit hours (2 credit hours a week)

Curriculums & Courses of Study

Classification	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
Class Hours of Each Subject	Japanese Language	272	280	235	235	180	175
	Social Studies			70	85	90	100
	Arithmetic	114	155	150	150	150	150
	Science			70	90	95	95
	Lives	102	105				
	Music	68	70	60	60	50	50
	Drawings and Handcrafts	68	70	60	60	50	50
	Home Economics					60	55
	Physical Education	90	90	90	90	90	90
	Moral	34	35	35	35	35	35
	Special Activities	34	35	35	35	35	35
	The period of integrated study			105	105	110	110
Total class hours	782	840	910	945	945	945	

(Diagram from Enforcement Regulation of School Education Law, 1998)

(IV-15) Range by grade level in class hours of curriculum (elementary schools) **15**

At elementary schools, each class is 45 minutes long. The total of class hours for special activities are counted as hours for class activities (excluding school lunch periods), which is provided in the Course of Study for elementary school.

(The day of a student →IX - 29)

Curriculums & Courses of Study



- ① ② ③
- ④ ⑤

(IV-16) The courses of study for each educational stage **16**

(From the left), ① The Course of Study (for elementary schools), ② the Course of Study (for lower secondary schools), ③ the Course of Study (for upper secondary schools), ④ the Course of Study (for kindergartens), ⑤ the Course of Study for schools for the blind, schools for the deaf, and schools for the handicapped other than the blind and the deaf

Organization of Units & Study Materials

■ The unit = The unity of subjects

■ Instructions for the organization of units

1. Defining objectives of the units
2. Arrangement of units that corresponds to students
3. Considerations based on the actual conditions of schools or local communities, events, etc.

(IV-17)

17

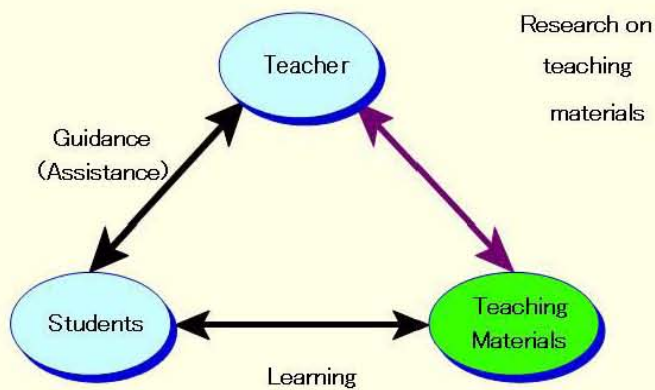
Teaching contents are organized in some units according to the actual conditions of students' achievements based on each grade's and subject's objectives. The organization of teaching contents needs to:

Clarify each subject's objectives and select proper teaching contents carefully to achieve objectives of units.

Arrange units to fit students, considering teaching contents' quality of systems and development

Arrange school events based on the school's and local community's actual conditions and seasons.

Organization of Units & Study Materials



"Teaching materials" are the important elements that constitute a class with "students" and "teachers." The elements that shape the contents to be taught and in a class are "teaching materials." Textbooks are the main teaching materials while other items include documents, reference materials and objects which teachers select from the daily life of students. An activity under which a teacher selects, interprets, and organizes "teaching materials" in the context of class objectives is called "research on teaching materials." A teacher spends a long time to conduct "research on teaching materials" for use in teaching classes.

(IV-18)

Research on teaching materials ~ elements that make-up a Class ~

18

Organization of Units & Study Materials

Unit	Standpoint	Aims of guidance	Devices for guidance
1	Numerals structure	To investigate integers and new numbers to be able to play cards	Guide by using cards. Cards are mixed of integers and decimals
2,3	Composition	To be able to play "memory" by investigating cards	Learning through games (memory) Devices of cards ① cards indicate unit decimals and number of units ② cards indicate number as how many 0.1's there are
4,5	Size	To be able to play games based on size of a number by investigating cards	Learning through games (number games) Devices of cards ① cards indicate numbers as box diagram ② cards indicate numbers on number line
6	Order	To be able to play "sevens" by understanding rules of numbers	Learning through games (sevens) Using cards used in "size"
7	Calculation (addition)	To be able to play games with calculating total of cards which they win	Learning through games (number games) Using cards used in "composition"
8	Calculation (subtraction)	To be able to play games with thinking who wins how much	Learning through games (number games) Using cards used in "composition"

(IV-19)

Example of unit structure lists ①

19

An example of a list of the unit structure for an arithmetic lesson at an elementary school.

Organization of Units & Study Materials

	International Understanding	Information	Environment	Welfare	People	Nature
Grade 3 (105)				○ Meeting with people(36) · friends at schools for handicapped · being friendly with elderly · let's enjoy exercises	⊙	
	○ Foreign countries (18) · Let's come in touch with English · Let's know foreign lives				⊙	○
				○ Lodging learning(12)	○	⊙
		○ Let's touch computers(7) · Let's write a letter to home · Producing work with computer			⊙	
				Kids' Theater(22) Let's make academic festival successful(10)	⊙	○

(IV-20)

The figure of a unit structure for the period of integrated study

20

The above picture consists of a figure of a unit structure for a school's period of integrated study. It enables one to conceptualize one year curricula by units.

Lesson Plans

■ Process of making study lesson plans

1. Define guidance purpose
2. Focus on the points of lesson contents
3. Unit structure
4. Make study lesson plan

(IV-21)

21

A "guidance plan" is a specific plan made on the basis of school curriculum. On the basis of the "Guidance plan" and "Unit structure" as a general perspective, individual class "study lesson plans" per period are made. By making a "study lesson plan," teachers can plan the class developmental process for a period and prepare guidance suitable for children's actual conditions.

Lesson Plans

■ Example of a lesson plan

- Whole structure of a class
- Intentions and contents of a class
- Results of research of teaching materials
- Planning in advance
- Checking gaps after a class

(IV-22)

22

Subsumed within "Lesson plans" are all the outcomes based on class planning and research on teaching materials done by a teacher, including his / her ideas of education and educational instruction. The "Lesson plan" is a blueprint with intentions and structures of each class that is prepared to pre-plan the class. The "Lesson plan" is also useful to help improve the way teachers teach. By reviewing guidance plans, teachers can determine where there are instruction gaps. This allows them to adapt the structure of their future classes in a way to try to fill in those gaps.

Lesson Plans

〇〇科学習指導案

指導者 ○○○○

1. 日時・場所：○月○日○曜日 第○時限目 ○○教室
2. 対象学級：○年○組 (男子○名、女子○名)
3. 単元名：
4. 単元設定の理由：(児童・生徒の実態、教材観、指導観)
5. 単元の目標：
6. 展開の大要(指導計画) 総時数○時間
 - (1)○○○について・・・○時間
 - (2)○○○について・・・○時間・・・(本時)
 - (3)○○○について・・・○時間
7. 本時の目標(主眼)
8. 本時の指導上の留意点
9. 本時の展開(指導過程)

段階(時間)	学習のねらいと活動内容	指導上の留意点	評価

10. 評価の観点

In the above lesson plan, in addition to the name of the instructor, date, and class, additional information includes ① name of the unit ② the reason for the unit setting ③ objective of the unit ④ plan for the unit ⑤ objective of this class ⑥ guidance process for this class. For ②, teachers write about how they should teach, what they should use, and their views of the students in their class. In this unit, and for ⑥, they outline the process of the class hour from the beginning through conclusion.

(IV-23) How to make lesson plans ① ~Example of a lesson plan format~

23

Lesson Plans

第1学年3組 社会科(歴史的分野) 学習指導案
2019年4月3日 第1時限
授業実習日
教科指導教員 藤原

1. 単元名 文明のふくらみと発展

2. 単元の目標
○対外的態度に関する関心を高め、歴史が変化することに関与とともに、変化の過程を歴史から汲み出しようとする。(関心・意欲・態度)
○身近な地域にある遺跡や遺物、新たな考古学の成果なども活用し、地域社会について、歴史を学ぶ意義を考慮することができる。(社会的な見識・判断)
○古代文明や中国の発展に際する史料を適切に選択して活用するとともに、読み、聴き、話し、書く活動を基盤として、多角的に歴史を捉え、歴史の発展を考察することができる。(資料的・方法的・能力的)
○人類の歴史から文明のふくらみ、小国家の成長と統一システムの形成にも関心を理解することができる。(知識・理解)

3. 学習指導計画
第1時 文明のふくらみ・・・3時間
第2時 大正から天保の・・・3時間(本時)
第3時 国家の発展と文化・・・3時間

4. 本時の展開
(1) 目標
○発展した文明の歴史について理解する。
○大化の改新の背景と、改新前後の経緯を理解する。

(2) 展開

段階	指導内容	学習活動	評価
導入	○本時の学習目標を知る。 ○発展した文明の歴史から大化の改新への経緯を調べよう。	○発展した文明から大化の改新について関心をもち、調べようとする。一人ひとりの調べたことを発表し、互いに話を聴き、関心をもつ。互いに話を聴き、関心をもつ。互いに話を聴き、関心をもつ。	○発展した文明の歴史について関心をもち、調べようとする。

項目	【発展した文明の歴史】 - 歴史という文化	【大化の改新】 - 大化の改新の経緯、内容を理解する。	【大化の改新】 - 大化の改新の経緯、内容を理解する。
【発展した文明の歴史】 - 歴史という文化 - 知識十二箇 - 十七歳の歴史 - 遺跡	○歴史が、歴史文化(文明)の中に位置づけられている。歴史の発展を考察することができるように展開する。 ○小学校の歴史学習した内容が中心であることと、大化の改新の経緯とそれによって目指したことを整理し、整理する。 ○歴史を学ぶ上、文字や図表などの資料を適切に活用したことを確認する。	○大化の改新の経緯、内容を理解する。 ○大化の改新の経緯、内容を理解する。	○小学校の知識や、資料を適切に活用してプレゼンテーションによる発表ができることである。(知識・理解・表現) ○大化の改新の経緯、内容を理解することであることである。(知識・理解・表現)
まとめ	○発展した文明の歴史から大化の改新への経緯を調べよう。	○大化の改新の経緯、内容を理解する。	○大化の改新の経緯、内容を理解する。

(Picture) The above picture provides an example of a lesson plan (1st grade of lower secondary school, Japanese History).

(IV-24)

Example of a lesson Plan

24

Evaluation of Study

■ Evaluation of students

- Guidelines
= Records which need to be prepared at school

- School reports
= Communication reports between school and home

- Current tendency of assessment of academic achievement
= Considering evaluation based on objects (absolute evaluation) as important

(IV-25)

25

performance since they provide a clearer assessment of students' performance and progress.

Written "guidelines" change every time the Course of Study is revised according to evolving principles. These written guidelines consist of "records of the school register" and "records of instructions," and plays two roles as: 1) the original certification for external use, and 2) instruction materials.

A "report card" (→ VII - 19) contains information about a student's performance and attendance record. Report cards are provided to students' parents at the end of each quarter, thereby allowing them to track the progress of their children in order to provide feedback and reflect on future instruction. In Japan today, absolute evaluation are being considered seriously as a means to assess students' academic

Evaluation of Study

■ Considerations re Absolute Evaluations that are based on Objectives

- To comprehend the situation of individual student advancement, and the requirements to fulfill subject objectives
- Putting the evaluation on record to improve instruction
The unification of guidance and evaluation
- Guidance that is based on the degree of familiarity, tailoring and improving instructions to individual characteristics

(IV-26)

26

Today in Japan, setting concrete educational objectives and making precise evaluations of the extent to which objectives have been achieved have been prioritized in order to clarify individual improvements. This approach reflects previous knowledge regarding the utility of evaluations.

Excerpts from the Curriculum Council, Report on Evaluation of Learning and Educational Process of Students, December 4th, 2000.

Evaluation of Study

(IV-27)

Example of a Report Card

27

This is a picture of a school report card. A homeroom teacher carefully writes down evaluations of the progress and strengths of individual students in order to let them know their achievements, to set goals and to inform parents regarding their children's academic development.

Evaluation of Study



(IV-28)

Examples of evaluation methods

28

In order to assess students' academic achievements, teachers evaluate tests which are done before, after and during the school term. Teachers also check notebooks, worksheets and work done by each student in order to be aware of their level of understanding and to teach appropriately. Teachers file these documents and make use of them in their evaluations.

- ① 6th grade, November 2005
- ② 1st grade, January 2005
- ③ 1st grade, December 2003
- ④ Test, 6th grade, December 2003

Class and Curriculum Evaluations

■ Class Evaluations

= Evaluation to improve class teaching and achievements

● Methods

1. Students' evaluation of classes (written description of impressions, etc.)
2. Educational technology method of class analysis
3. Class seminars held by teachers

(IV-29)

29

An evaluation of class improvements is called 'class evaluation' and an evaluation of curriculum improvement is called 'curriculum evaluation.' Through these evaluations overall class and curriculum plans are reassessed.

Class and Curriculum Evaluations

■ Points for Class Evaluations

- ① Timeliness of learner's development
- ② Content that meets individual differences
- ③ Students' sense of satisfaction and effort
- ④ Effectiveness of teaching materials and equipment

(IV-30)

30

'Curriculum evaluations' are made to check if curriculum are designed and implemented appropriately and to improve curriculums. Evaluations are conducted at multiple levels, such as schools, communities, and the state. 'Curriculum evaluations' of schools are conducted in terms of ① students' assessment of academic achievement, ② organization of school curriculum development, ③ relationships between communities and curriculums, ④ results of evaluations of curriculums and the entire school and ⑤ school characteristics.

Class and Curriculum Evaluations

■ Curriculum Evaluations

=Evaluation to improve curriculums

■ Evaluation Points

- ① Students assessment on academic achievement
- ② Evaluation of school curriculum development organization
- ③ Evaluation of relationships between communities and curriculums
- ④ Curriculum results and the evaluation process for the entire school
- ⑤ School characteristics

(IV - 31)

31

'Class evaluations' are made to improve classes. While valuation points differ according to class objectives, important points to be considered are ① the appropriateness of class content in terms of child development, ② whether the class content has adequate range to accommodate individual differences, ③ whether children are able to work effectively and whether they are satisfied with the content, ④ whether children had opportunities to express their thoughts about things that they don't understand and ⑤ whether the teaching materials and equipment were effectively used.

Class and Curriculum Evaluations



(IV - 32)

Class visit by teachers

1st grade, Moral, March 2005

32

In this picture, teachers observe a class. After the class visit, they hold a seminar, and discuss the objectives, content and methods of the class. There are both 'in-school seminars' held in the same school and 'open seminars' which are open to outsiders. By learning from these seminars, teachers reassess their classroom instruction methods and attempt through mutual feedback to improve individual quality and abilities.

① Class visit, moral education, 1st grade, March 2005

② Discussion after the class

Forms of Guidance

■ The prevailing forms of guidance

- Frontal teaching
- Group study
- Individual learning

■ Recent tendencies

- Guidance according to the individual needs and abilities

(IV-33)

33

There are three forms of general guidance: ① frontal teaching, ② group study, and ③ provision of individual learning. In addition, recently, providing guidance according to students' individual needs and abilities becomes important at Japan's elementary schools and lower secondary schools.

Forms of Guidance

■ Class study for all students at one time

- For all students
- Study same contents at same time
- Teacher's instruction is important

■ Group study

- Divide one class into some groups
- Study how to help and cooperate in a group

■ Individual study

- Study for each student

(IV-34)

34

The above caption illustrates general types of instruction and the characteristics of each type. Currently in Japan, schools utilize not only classroom study but also other types of instruction, such as group and individual study. Which type of teaching methods are practiced depends on the contents of a class. → (addition) To instruct students individually and to ascertain their level of comprehension, instruction is given by the teacher by walking around children's desks. (The number of students per class → II - 41)

Forms of Guidance

Recent Trends— Individually-targeted teaching

- Teaching to small numbers of students
- Teaching to students grouped in terms of their abilities
- Team Teaching

(IV-35)

35

The Course of Study adopted in 1998 aims to strengthen the teaching of basic and fundamental contents and to develop education considering individual students' needs and abilities. To achieve this goal, instruction for small numbers of students is carried out, such as through individual and group teaching, instruction based on students' abilities and team teaching.

Forms of Guidance

①
Frontal teach

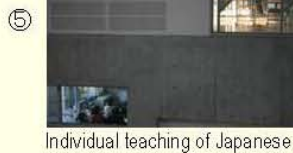


②
Group study



③
Team teaching

④ Individual teaching



⑤ Individual teaching of Japanese

(IV-36)

Class that differ in types of instruction

36

The Course of Study adopted in 1998 aims to strengthen the teaching of basic and fundamental contents and to develop education considering individual students' needs and abilities. To achieve this goal, instruction for small numbers of students is carried out, such as through individual and group teaching, instruction based on students' abilities and team teaching.

① Frontal teaching, arithmetic 5th grade, January 2005

② Group study, science 4th grade, December 2003

③ Team teaching, Japanese language 1st grade, December 2003

④ Individualized teaching, arithmetic 1st grade, December 2003

⑤ Individualized teaching of Japanese, Japanese language, January 2005

Subjects in Elementary Schools

- **Japanese Language**
- **Social Studies: (3~6th grade)**
- **Arithmetic**
- **Science: (3~6th grade)**
- **Life skills: (1~2nd grade)**
- **Music**
- **Drawing and Handcraft**
- **Home economies: (5~6th grade)**
- **Physical Education**

(IV-37)

37

There are nine subjects in elementary school; 'Japanese language,' 'social studies,' 'arithmetic,' 'science,' 'life skills,' 'music,' 'drawing and handcrafts,' 'home economies' and 'physical education.' 'Life skills' is taught only in the first and second grades, while 'science' and 'social studies' are taught from the third grade. Fifth and sixth graders study home economics together.

Subjects in Elementary Schools

Subject	Objectives
Japanese Language	To nurture ability to express Japanese appropriately and understand accurately, to improve communication ability and also ability to think, creativity and sense of language in order to nurture attitude which respects Japanese language by deepening interests in Japanese
Social Studies	To have understanding of social life, to nurture understanding and love for our country as well as for the history, and to make them obtain bases of qualities as a citizen who is a builder of democratic and peaceful country/society, who lives in international society.
Arithmetic	Through arithmetic activities on quantity and figures, to acquire basic knowledge and skills, to nurture ability to think logically with having perspectives of daily phenomena, and to nurture attitude to apply arithmetic management to real life by noticing its enjoyment and goodness
Science	By doing observation and experiments with communing with nature, to nurture ability of problem solving and love for nature, to have understanding of natural phenomena and to nurture scientific view and way of thinking
Life Skills	Through practical activities and experiences, to have interests in relationships among themselves, people around them, society and nature, to make students think about themselves and their lives, and also to make them obtain necessary customs and skills for life which becomes base of independence
Music	Through expressing and listening activities, to nurture love for music and sensitivity on music, to nurture basic abilities for music activities and to nurture ample sentiment
Drawing & Handcrafts	Through expressing and appreciating activities, to enable students to enjoy creation, to nurture basic abilities for creative activities and to nurture ample sentiment
Home Economics	Through practical / experimental activities on clothing / eating / living, to deepen interests in home life, to acquire basic knowledge and skills necessary for daily life, and to nurture practical attitude to be creative as a member of their family
Physical Education	By grasping mind and body as one, through experience of appropriate sports and understanding on health and safety, to nurture one's nature and ability for sports, to promote maintenance of health and improvement in physical strength, and to nurture attitude to have cheerful life

(IV-38)

38

Posting objectives from the Course of Study

In the current curriculum, contents of each curriculum were selected carefully to make sure that they are fundamental and basic.

Subjects in Elementary Schools



(IV-39)

39

The above shows scenes from science and music classes in elementary school.

- ① Japanese, 1st grade, December 2003
- ② Calligraphy, 4th grade, July 2004
- ③ Arithmetic, 1st grade, December 2003

Subjects in Elementary Schools



Dec, 2003 Science



Dec, 2003 Music

(IV-40)

40

The above shows scenes from science and music classes in elementary school.

- ① Science 4th grade, December 2003
- ② Music 6th grade, December 2003

Subjects in Elementary Schools



(IV - 41)

September 2004

41

The above shows scenes from physical education, handicrafts and home economics classes in elementary school.

- ① Physical education, December 2003
- ② Physical education (swimming) 2nd grade, July 2004
- ③ Drawing and Handicrafts 3rd grade, December 2003
- ④ Home economics 5th grade, November 2005

Subjects in Elementary Schools



(IV - 42)

42

They shows scenes from social studies and life skill activities in elementary school.

- ① ② Social Studies (study outside the school), 3rd grade, November 2004
- ③④ Life skills (study outside the school), 2nd grade, November 2004

Subjects in Elementary Schools



(IV - 43)

These are examples of children's learning activities in an elementary school: research, summary, presentation, discussion, observation and watching.

① In a school library room (the period of integrated study), 6th grade, December 2003

② In a science room, 4th grade, December 2003

③ In a science room, 6th grade, December 2003

④ In a science room, 6th grade, December 2003

⑤ In a science class, 6th grade, September 2004

⑥ In a period of integrated study (international education), 2nd grade, June 2004

Moral Education

■ Objectives of moral education

1. Objectives of moral education
2. Objectives of moral education classes

■ Contents of moral education

1. Content focusing on oneself
2. Content focusing on relationships with other individuals
3. Content focusing on nature and a supreme being
4. Content focusing on relationship with groups and society

(IV - 44)

Elementary and lower secondary schools in Japan conduct 'moral education' classes once a week. Moral education is provided in each subject and throughout all educational activities in the school.

1.Objectives of moral education

To teach and instill morality covering moral sentiments, moral judgment, moral attitudes and the capability and willingness to put these in practice through educational activities at school.

2.Objectives of moral education classes

To intensify moral values of self-awareness and to develop students' ability to practice morality by

maintaining close relations

with other individuals. This is done by intensifying and integrating moral education through systematic developmental instruction.

44

Moral Education

Contents of Moral education – 4. mainly about the relations with groups and the society

Grade 1 & Grade 2	Grade 3 & Grade 4
(1) Treat and use things for everyone with care and keep promises and rules	(1) Keep promises and follow rules of the society, and have a sense of public duty
(2) Love and respect parents and grandparents, help at home willingly, and realize the happiness to be helpful for one's family	(2) Know the importance to work, and work willingly
(3) Love and respect teachers, be friendly with people at school, and make one's life at class and school enjoyable	(3) Love and respect parents and grandparents, and make enjoyable home with cooperation of everyone of family
(4) Have interests in culture and lives one's birthplace and have attachment to them	(4) Love and respect teachers and people at school and make one's class enjoyable with cooperation with others
	(5) Value culture and tradition of one's birthplace, and have love for the birthplace
	(6) Be familiar with culture and tradition of Japan, have love for the nation, and have interests in people and culture of other countries

(IV-45)

45

In grades 1 and 2, (4) was added as an item of contents to nurture love for one's birthplace even in lower grades, and also

(2) was added to have a more independent relation with groups.

In grades 3 and 4, (6) was added to nurture cultural and traditional values of one's birthplace and Japan as well as to consider progress of internationalized society from now on.

In grades 5 and 6, the end of sentences was changed in pursuit of more independent relations with groups and the society.

Moral Education

Contents of Moral education – 4. mainly about the relations with groups and the society

	Grade 5 & Grade 6
	(1) Actively participates familiar groups, be aware of one's roles, and fulfill one's responsibility independently with cooperation
	(2) Follow laws and rules with having a sense of public duty, value rights of oneself and others, and fulfill one's duty willingly
	(3) Treat anyone fairly and equally without discriminating and having prejudice, and make efforts to realize justice
→	(4) Understand the significance to work, realize the happiness of serving one's society, and do things helpful / useful for the public
	(5) Love and respect parents and grandparents, and do things helpful for one's family willingly in pursuit of their happiness.
	(6) Deepen love and respect for teachers and people at school, and make traditions of one's school better with cooperating with others
	(7) Value culture and tradition of one's birthplace and nation, know efforts of predecessors, and have love for the birthplace and the nation
	(8) Value people and culture of foreign countries, promote friendship with people of the world with awareness as a Japanese

(IV-46)

46

In grades 1 and 2, (4) was added as an item of contents to nurture love for one's birthplace even in lower grades, and also

(2) was added to have a more independent relation with groups.

In grades 3 and 4, (6) was added to nurture cultural and traditional values of one's birthplace and Japan as well as to consider progress of internationalized society from now on.

In grades 5 and 6, the end of sentences was changed in pursuit of more independent relations with groups and the society.

Moral Education



4th grade, January 2005

(IV-47)

47

These are the pictures of a Moral Education textbook and supplementary reading. In Japan, many schools use not only textbooks, but also supplementary readings.

- ① use of paintings for introduction.
- ② distributing handouts to students.
- ③ asking students' opinions.
- ④ handmade teaching materials
- ⑤ supplementary readings

Moral Education



1st grade, March 2005

(IV-48)

48

- ① an introduction to a class using paintings
- ② "watch with an eye of heart"
- ③ a handicapped person relates her experience

Special Activities 1 (Class Activities)

■ Objectives

■ Contents

- A. Class activities
- B. Activities of students' council
- C. Club activities
- D. School events
 - (1) Ceremonial events
 - (2) Arts festivals
 - (3) Health and safety related events and athletic events
 - (4) School excursion/ group lodging events
 - (5) Work services and voluntary events

(IV-49)

Outline of special activities

49

"Special activities" are the activities outside subjects that are done usually through group activities of a whole class, grade, or school. They consist of four types of activities: A) class activities, B) activities of student councils, C) club activities, and D) school events.

* Objectives of special activities

Through appropriate group activity, special activities aim to develop students' minds and bodies in harmony, deepen their awareness of being members of a student groups, and nurture their independent and practical attitudes in order to seek to build a better life.

D. School events → Field IX "Japanese school life and culture"

(D. School events →IX- 1 ~ 15)

Special Activities 1 (Class Activities)

A. Class Activities

- (1) Related to improvement and progress in classroom and school life
- (2) Related to adaptation to daily life and study, and to healthiness and safety.

(IV-50)

A. Class Activities

50

"Class activities" are defined as activities to improve progress in class and school life and to cultivate sound life styles for children.

A specific example is (1) to solve various problems in class and school life, by making class rules and by assigning work to individual students.

Another example is (2) to develop attitudes to live with hope and purpose, to acquire basic living habits, to develop good human relationships, to make use of libraries, to build healthy and safe life styles in mind and body, and to develop good eating habits during school lunch.

Special Activities 1 (Class Activities)



(Ⅳ-51)

A. Class Activities

51

- ①② Class meeting; Under the guidance of a teacher and selected class representatives, students bring up topics such as problems in their class. The students then discuss these issues find solutions to the problems. (topic; what to do while summer vacation, 6th grade, July 2005)
- ③ Morning meeting (1st grade December 2003)
- ④ Procedure of class meeting
- ⑤ Record of class meeting (6th grade)
- ⑥ Record of class meeting (1st grade, December 2003)

Special Activities 1 (Class Activities)



(Ⅳ-52)

A. Class Activities

52

- These are pictures of students at a school library and students during lunch time.
- ① Students responsible for various tasks, 2nd grade, December 2003
 - ② School lunch time, 1st grade, December 2003
 - ③ Students responsible for growing plants, January 2005

Special Activities 2 (Students Council)

■ Activities of Student Council

To conduct activities and to discuss issues in order to enrich and improve school life and to try to solve issues in a cooperative fashion through operations of student councils

■ Types of activities of student councils

- Representative committee activities
- Committee activities
- Activities of students' assemblies

(IV-53)

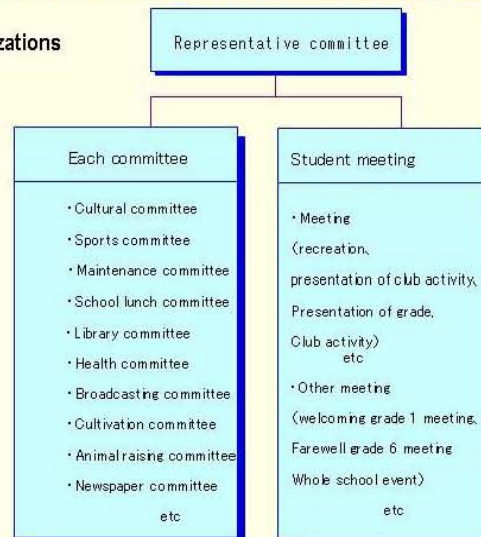
B. Activities of student councils

53

Another special activity is the "student council," which is a students' meeting organized by all students in a school. Management of the student council is carried out primarily by students in the 5th and 6th grades. The types of committees that the student council engages in are: "representative committee," "committee" and "students' assembly."

Special Activities 2 (Students Council)

Student council organizations



(IV-54)

B. Activities of student councils

54

"Representative committees" consist of "class representatives" "committee representatives" and "steering committees." Representative committees discuss organization and government of student councils, plans of meetings and general school life. For example, they hold such meetings as to make annual activity plans, to conduct reviews of activities over the year, to plan sports activities (marathon races, rope skipping day), to plan cultural activities (welcome party for first graders, farewell party for sixth graders), to discuss school life problems (making and enforcing school rules, how to deal with rainy days, reading of books) and finally other topics (plan UNICEF day, make an annual cleaning plan).

Special Activities 2 (Student Councils)



Nov, 2004

(IV-55)

B. Activities of student councils

55

- ① ② Student council "About greetings movement"
- ③ Feedback from a teacher

Special Activities 2 (Student Councils)



(IV-56)

B. Activities of student councils

56

In the Newspaper Committee, students prepare a school paper with contents concerning intra-school information and interviews about school events.

- ① At a health committee, students are making posters calling attention for all students to wash hands in order to prevent colds. December 2003
- ② Library committee December 2003
- ③ At a newspaper committee, students are making a school newspaper concerning school news and school events. December 2003
- ④ At a radio broadcasting committee, students are broadcasting school news to all classes during an afternoon break. December 2003

Special Activities 2 (Students Council)



Welcoming 4th graders
(4th graders present
fruits of their daily
learning

Nov, 2004



These pictures show student assemblies titled "Welcome 4th year students." All the students gather and the 4th grade students are demonstrating what they have recently learned.

- ① Reading compositions
- ② Drama
- ③ Physical Education
- ④ Music

(IV-57)

B. Activities of student councils

57

Special Activities 3 (Club Activities)

■ **Club activities**
= **Compulsory clubs during class sessions**

- Activities having no relation to grades and classes
- Activities involving studying of common interests

■ **Club activities' characteristics**

- To respect the ideas of children
- To put forward children's wishes regarding setting-up activities
- To work with the upper grades who act as leaders

(IV-58)

C. Club activities

58

"Club activities" are organized mainly by the upper grade students who have common interests. They are practiced in elementary school. Teachers encourage students to work and study by themselves with leaders from the 5th or 6th grades.

Special Activities 3 (Club Activities)

	Examples
Athletics	Basketball, Badminton, Table-tennis, Baton-twirling, Dodge-ball, Soccer, Softball, Monocycle, Baseball, Dance, Kendo, Swimming, Track & field
Music	Brass band, Chorus, Japanese drum, Marching band
Visual Arts	Handicraft, Manga, Painting, Ceramics
Drama	Drama
Science	Chemistry, Nature, Animals
Home Economics	Handicraft, Knitting, Cooking, Tea ceremony
Recreations	Shogi, Igo, Game, Magic, Outdoors, Railroad, Photograph
Welfare	Sign language, Braille, Voluntary activities
Information Technology	Computer, Video, Internet
International	International exchanges, English

The figure provides an example of typical club activities at a school such as athletics, arts, and recreational activities, which meet students' needs. The school organizes various types of club activities.

(IV-59)

C. Club activities

59

Special Activities 3 (Club Activities)



- ① Computer club, July 2004
- ② Cooking club: Students are making "Zenzai," January 2005
- ③ Handicraft club, July 2004

(IV-60)

C. Club activities

60

Special Activities 3 (Club Activities)



(IV-61)

C. Club activities

61

The pictures show cultural activities involving computer clubs and handicraft clubs.

At the end of each term, students do self-assessments

- ① Flower arrangement club, July 2004
- ② Flower arrangement club, July 2004
- ③ Science club, July 2004
- ④ Science club, July 2004

Special Activities 3 (Club Activities)



(IV-62)

C. Club activities

62

① Writing self-assessments

② Club activities start from 4th grade. The visiting 3rd grade students are observing club activities to know what they are like.

Special Activities 3 (Club Activities)



(IV-63)

C. Club activities

63

The pictures show athletic club activities;

- ① badminton, July 2004
- ② basketball, July 2004
- ③ table tennis, July 2004

The Period of Integrated Study

■ **Characteristics** : “the period when children can study beyond the regular framework of subjects by using each school’s idea”

■ **Aims**

(1) To develop and improve abilities and stature to solve problems by identifying issues, learning, critical thinking, interpreting and acting independently.

■ **Learning activities**

- ① Global and integrated subjects: international understanding, information, environment, welfare and health, and etc.
- ② Subjects based on children’s interests.
- ③ Subjects linked to the characteristics of individual communities and schools

(IV-64)

64

The “period of integrated study” was introduced under the revised Course of Study adopted in 1998. This is a period when children can study beyond the normal framework of subjects by pursuing original ideas identified within individual schools: elementary schools, lower secondary schools and upper secondary schools. The aims of the period are mentioned below.

(1) to develop and improve abilities and stature to solve problems by identifying issues, learning, exercising critical thinking, interpreting and acting independently.

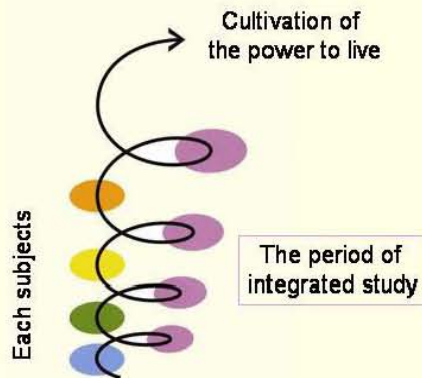
(2) to learn how to study and think, and to learn how to act independently and creatively to solve problems and to

carry out investigative activities, and finally to be able to undertake self-introspection.

(3) to encourage children to (engage) in moral and special activities, and to be able to use these activities synthetically in order to develop life skills and knowledge.

(1998 Course of Study for Elementary School General Rules · 2002 Partial Amendment)

The Period of Integrated Study



(IV-65)

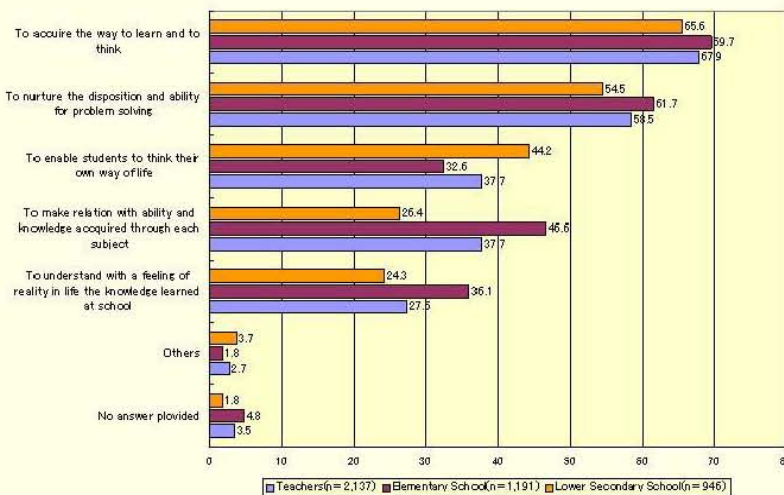
The period of integrated study and individual subjects

65

The “period of integrated study” and the subjects encountered have an inter-linked structure, as shown in the chart above. This means that the knowledge and skills learned in each subject inter-relate in a comprehensive fashion to “the period of integrated study”. The power gained during the “period of integrated study” is utilized in learning individual subject.

The Period of Integrated Study

Aim of Period of Integrated Study (Teachers)



(IV-66)

Survey on “the period of integrated study” ~From research data~

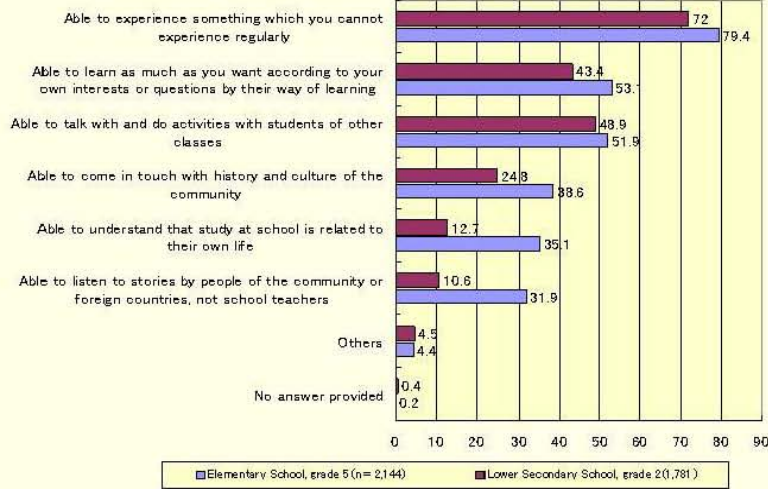
66

Source “Survey on School Education” in September 2003, by the Ministry of Education, Culture, Sports, Science and Technology (MEXT)

From the above survey data, we can see students’ progress in developing perspectives that they don’t always encounter in classroom settings when learning subjects. For example, when children encounter new experiences they become absorbed in studying by themselves. They can also engage in activities with children from other class levels.

The Period of Integrated Study

Reasons for liking the period of integrated study (Students)



(IV-67) Survey on "the period of integrated study" ~From research data~

67

Source "Survey on School Education" in September 2003, by the Ministry of Education, Culture, Sports, Science and Technology (MEXT)

From the above survey data, we can see students' progress in developing perspectives that they don't always encounter in classroom settings when learning subjects. For example, when children encounter new experiences they become absorbed in studying by themselves. They can also engage in activities with children from other class levels.

The Period of Integrated Study



(IV-68) Trying to recover natural environment by planting reeds at lake

October, 2004

68

The pictures show an activity during the "period of integrated study." Various activities are done during the period of integrated study, depending on the creativity of teachers and students and the features of each school.

① Voluntary teachers from a NPO for environment protection are explaining advantages to plant reeds for restoring nature. Students grew these reeds in their school.

② Students are planting reeds.

③ City officials cooperate in carrying reeds from the school to the lakeside.

(Human resources of community →VII-35~39)

Club Activities

■ Extracurricular activities

= Extracurricular club activities of student's choice

■ Significance of extracurricular activities

= To deepen training of the mind and body and of culture

- To develop individual personalities
- To nurture social and group interactional skills

(IV-69) Extra curricular activities (lower and upper secondary schools)

69

When compared with compulsory "club activities" in elementary school which are performed during class hours with participation by all students, "extracurricular activities" are club activities of students' choices which are organized outside the curriculum at lower secondary schools or higher school levels. At present, the "extracurricular activities" are practiced at most lower and upper secondary schools. Since the "extracurricular activities" represent activities chosen by students outside of regular school curriculums, students can develop social and group skills that are more difficult to learn from school classroom subjects, as well as to develop their individual personalities.

Club Activities

■ Athletic clubs

- Volleyball, basketball, soccer, tennis, baseball, swimming, mountaineering, track and field, baton twirling, Japanese archery, judo

■ Cultural clubs

- Brass bands, visual arts, Japanese calligraphy, drama, chemistry, tea ceremonies, literature, English Speaking Society, computers

(IV-70)

70

The above list of club activities are extracurricular, and are divided into athletic and cultural clubs in school. Through such club activities, students can learn respect for their seniors, sympathy toward juniors, and social interaction skills that cross age groups.

Club Activities



①



③



②



④

(IV-71)

71

The above pictures show athletic club activities: Kendo and Softball tennis. Through club activities, students participate in official games and tournaments.

During practice sessions, advisory teachers also participate in club activities

① ② Kendo (Japanese fencing)
November 2004

③④ Soft tennis December 2004

Club Activities



①



③



②



④

(IV-72)

72

The above pictures show athletic club activities: baseball and basketball. Through club activities, students participate in official games and tournaments.

During practice sessions, advisory teachers also participate in club activities

①② Baseball November 2004

③④ Basketball November 2004

Club Activities



(Ⅳ-73)

Computer club

Brass bands

73

These are pictures of extra-curricular cultural activities such as computer clubs and brass band clubs. In these activities, students show their abilities by exhibiting their work at exhibitions held both within and outside school premises, including performing in concerts. Feedback from external evaluations is designed to develop students skills and to improve the quality of their activities.

①② Computer club, December 2004

③④ Brass bands, December 2004