

[Social Studies in Elementary School]

I. Overall Purposes of Social Studies in Elementary School

The following items are purposes of social studies in elementary school, which teacher must do his or her best in supporting student's activity of trying to attain them.

Student develops an understanding for community life.

Student develops understanding and devotion for the land and history of Japan.

Student achieves a basic knowledge about a citizen who participates democratically and peacefully in the community and nation considering the international relations of the world.

II. Purposes and Contents of Grades 3 to 6

The following items are purposes and contents of the grades 3 to 6 of social study in elementary school, which teacher must do his or her best in supporting student's activity of trying to attain and master them.

Grades 3 and 4

1. Purposes

1-1. Student understands industries and consumers in his or her community.

Student understands several activities of keeping peoples' health and safety in the community.

Student makes consciousness as a membership of the community.

1-2. Student understands the geographic environment of the community, the changes of life style, and the accomplishments of ancestors who had exerted themselves to develop the community.

Student cultivates his or her pride and devotion for the community.

1-3. Student makes observation and research on the features of social phenomena in the community.

Student presents the information about the features effectively using map and various kinds of materials.

Student improves his or her ability to analyze the characters of social phenomena and the relationships among them in the community.

2. Contents

2-1. Student makes observation and research on the following features, organizes and analyzes the information to construct maps and other graphical displays, and understands that the features are different from the places:

2-1-a. Characteristic landform, land use, the types and location of utilities and traffic systems in the area extending from the community to city, ward, town and village where he or she lives.

2-2. Student makes observation and research on the following things about activities of productions and sales in his or her community, and understands the efforts of peoples engaging in the activities;

2-2-a. Activities relating to productions and sales that support his or her life in the community,

2-2-b. Characteristics of the activities and their relations to the other regions.

2-3. Student makes observation and research on the following things about the utilities such as water supply, electricity and gas and the managements of waste and sewage that are necessary for people to live in the community, and understands how they work to keep and improve the healthy life of people;

2-3-a. Construction and maintenance of the utilities, management of the waste and sewage,

and their connection with people's life and industries;

2-3-b. Construction, maintenance and management of them are supposed to forward according to a schedule and an agreement with people in the community.

2-4. Student makes observation and research on the following thing about the activities keeping people safe from disasters and accidents in the community, and understands the role of several institution and the effort of their staffs to keep people's safety:

2-4-a. Institution has established several kinds of system that enable to deal with urgent occasion in cooperation with the other institute.

2-5. Student makes observation and research on the following things about people's life in the community, organizes and analyzes the information to construct chronological tables and other graphical displays, and understands that the changes of life style, the people's wish for enrichment of life and the accomplishments of ancestors who had exerted themselves to enrich the people's life in the community;

2-5-a. Traditional articles of everyday use and the way of life of the day when the ancestor had used the articles;

2-5-b. Heritages and traditional annual events in the community;

2-5-c. Case of ancestors who had exerted themselves to enrich the people's life in the community.

2-6. Student makes research on the following things about the region of prefecture where he or she lives by using several kinds of materials and constructing maps and the other graphical displays, and understands a characteristic of the prefecture:

2-6-a. Geographic location of his or her municipality such as city, ward, town and village;

2-6-b. Topographic feature, major industry, traffic system and location of major city in the prefecture;

2-6-c. People's life in distinguished region in view of industry or topographic condition in the prefecture;

2-6-d. Connection of people's life and industry in the prefecture with the other regions of Japan or the foreign countries.

3. Treatments of the contents

3-1. The content 2-2 should be treated in the following ways:

3-1-1. Teacher must select one topic from the activities such as farmhouse, factory or shop to teach the content 2-2-b. In the case of choosing the activity of production in the community, teacher must refer to a connection to physical environment. In the case choosing the activity of sale, teacher must reference to the viewpoints, efforts and behaviors of consumer.

3-1-2. Teacher must let student notice that the content 2-2-b has a connection to the other regions extending to not only in Japan but also any foreign country. Teacher should consider a reasonable extent of the other region in terms of student's ability of understanding.

3-2. Teacher must select one topic from water supply, electricity or gas to teach the utilities, and must select either of waste or sewage to teach the management, and also must reference to the recycling of waste.

3-3. Teacher must select one topic from various disasters such as fire, storm, flood, and earthquake to teach the disasters of the content 2-4, and must select two topics of traffic accident and thief from various accidents to teach the accidents of the content 2-4.

3-4. Teacher must select one topic of ancestors who had worked in development of the community from the viewpoints such as education, culture or industry to teach the case of ancestors of the content 2-5-c.

3-5. The content 3-6 should be treated in the following ways:

3-5-1. Teacher must select two regions of traditional local industry and characteristic

landform to teach the distinguished region of the content 2-6-c.

3-5-2. Teacher must let student appreciate that Japan and the foreign countries own a proper national flag, and develop the student's attitude to esteem them.

Grade 5

1. Purposes

1-1. Student understands several activities of industries in Japan and the relationships between the industries and the people's life.

Student has an interest in the development of industries.

1-2. Student understands features of the land of Japan.

Student develops his or her interest in an importance of conserving physical environment.

Student cultivates devotion for the territory of Japan.

1-3. Student concretely makes research on the features of various social phenomena.

Student organizes and analyzes them effectively using various kinds of materials such as maps and statistics.

Student makes presentation of the results.

Student improves his or her ability to think of role and importance of the social phenomenon.

2. Contents

2-1. Student makes research on the following things about agriculture and fishery in Japan using maps, gloves and various kinds of resources.

Student considers that they have an important role to supply foods to the people of Japan and they are managed with a close relation to physical environment.

2-1-a. There are various kinds of food productions supporting the people's life.

Some of the food are imported from foreign countries.

2-1-b. Distribution of major food products and characteristic of land use in Japan

2-2-c. Activities and efforts of the people engaging food productions, and roles of transportation connecting producers and consumers.

2-2. Student makes research on the following things about manufacturing industries in Japan using maps, gloves and various kinds of resources.

Student considers that they have an important role to support the people's life.

2-2-a. Various kinds of manufacturing products supporting the people's life.

2-2-b. Various kinds of manufacturing productions and distribution of industrial region in Japan.

2-2-c. Activities and efforts of the people engaging manufacturing productions, and roles of trade and transportation supporting the industrial productions.

2-3. Student makes research on the following things about communication industries in Japan visiting the place of them and using various kinds of resources.

Student considers that they have an important role on the people's life and that it is important for the people to effectively make use of information.

2-3-a. Relationship between the people's life and the industries such as broadcasting, newspaper, telegram and telephone.

2-3-b. Activities and efforts of the people engaging in communication industries.

2-4. Student makes research on the following things about the land of Japan using maps and various kinds of resources.

Student considers that there is a close relationship between the physical environment of the land and the people's life and industries.

2-4-a. Location of the land of Japan, general features of the landform and climate, and people's life in the region characterized by climate condition.

2-4-b. Importance of protecting the people's health and life environment from pollution.

2-4-c. Roles of forest to keep the environment of the land of Japan healthy and to foster the water resources.

3. Treatments of the content

3-1. In the content 2-1-c, teacher must let student make research using in the form of case study, of which region is prosperous in farming or fishing.

Teacher must pick up one topic of rice crop and select another topic from vegetables, fruits, livestock, fishes and so on in farming and fishing.

3-2. In the content 2-2-c, teacher must let student make research in the form of case study, of which region is prosperous in manufacturing industry.

Teacher must select one topic from metal industry, machine industry, chemical industry, food industry and so on.

3-3. Teacher must pick up a topic of transport network in the context of the role of transportation in the contents 2-1-c and 2-2-c.

3-4. In the content 2-3-b, teacher must select one topic from broadcasting, newspaper, telegram, telephone and so on.

3-5. Teacher should not involve in detail of production process and mechanism in the contents 2-1, 2-2 and 2-3.

3-6. Teacher must treat the content 2-4 according to the followings.

3-6-1. In the context of the location of Japan in the content 2-4-a, teacher should pick up two topics of the territory of Japan and the neighboring countries.

And teacher must let student appreciate that Japan and the foreign countries own a proper national flag, and develop the student's attitude to esteem them.

3-6-2. In the context of the region characterized by climate in the content 2-4-a, teacher must pick up a case of region and take the case to let student concretely understand that people have lived in the characteristic way to adjust themselves to the climate condition.

3-6-3. In the content 2-4-b, teacher must select one case study of environmental pollution from air pollution, water pollution and so on.

3-6-4. In the content 2-4-c, teacher must treat the content from viewpoints of conservation of the land and forest in Japan. And teacher must consider letting student appreciate the activities and efforts of people who manage and conserve the resource of forest and also appreciate the necessity of cooperation by individual Japanese for environmental conservation.

Grade 6

has not translated yet.

[Social Studies in Junior High School]

I. Overall purposes of Social Studies in Junior High School

The following items are purposes of social studies in junior high school, which teacher must do his or her best in supporting student's activity of trying to attain them.

Student cultivates his or her interest in society from a broad viewpoint.

Student considers society in many-sided and diversified forms based on materials.

Student develops his or her understanding and devotion for the land and history of Japan.

Student cultivates his or her fundamental quality and sophistication as a citizen who participates democratically and peacefully in the community and the nation of Japan considering international relations of the world.

II. Purposes and Contents of Individual Subject

Geographic Field of Social Studies in Junior High School

The following items are purposes and contents of the geographic field of social studies in junior high school, which teacher must do his or her best in supporting student's activity of trying to attain them.

1. Purposes

1-1. Student makes growth of his or her interest in geographic phenomena concerning Japan and the world.

Student considers and understands regional characteristics of the land of Japan from the broad view of things.

Student makes basis of geographic perspective and geographic thinking.

Student develops his or her recognition of the land of Japan.

1-2. Student understands phenomena of region in Japan and the world in relation to its location and spatial extent.

Student considers the phenomena according to spatial scale and relating to environmental conditions and human activities.

Student learns viewpoints and methods of understanding regional characteristic.

1-3. Student compares, relates and considers regions in Japan and the world, which are composed of different extent of regions.

Student understands that the regions are interrelated and the regional characteristic is composed of local individuality and general communality, which have changed with changes of conditions.

1-4. Student makes growth of his or her interest in geographic phenomena through concrete activities such as area research.

Student adequately selects and utilizes various materials.

Student develops his or her ability and attitude of considering from many-sided and diversified views, fairly judging, and adequately expressing geographic phenomena.

2. Contents

2-1. Regional composition of Japan and the world

2-1-1. Regional composition of the world

Student takes a broad view of regional composition of the world through; utilizing globe and world map, and learning the items such as latitude and longitude, distribution of continent and ocean, names and locations of important countries.

2-1-1-a. Location on the earth and distribution of the continent and ocean

Student learns fundamental knowledge and skill for understanding location on the earth through; utilizing globe and world map, learning the items such as latitude and longitude,

time differential, distribution of the continent and ocean, and taking a broad view of the earth as the human living stage.

2-1-1-b. Composition of countries and regional division

Student understands that the modern world is composed of continents, their subdivided areas, and various countries.

Student learns names and locations of important countries by using map.

And student makes growth of his or her interest in place name and map.

2-1-2. Regional composition of Japan

Student takes a broad view of regional composition of Japan through, utilizing globe and world map, and learning the items such as location of the land of Japan, characteristics of the domain, and the regional division.

2-1-2-a. Location and domain of Japan

Student takes a broad view of the present situation of Japan from the point of its location and its domain through; considering location of the land of Japan and characteristics and changes of the domain, from the broad view of things.

2-1-2-b. Composition of prefectures and the regional division

Student takes a broad view of regional composition of Japan on the map, and also makes growth of his or her interest in place name and map, through understanding that the modern Japan can be regionally divided into large or small areas by using unit of the prefecture.

2-2. Research on area with different spatial scales

2-2-1. Local area

Student takes phenomena on his or her local area, and makes activities such as observation and research.

Through these activities, student cultivates a better understanding of their living land and makes growth of his or her interest in it; student learns viewpoints and methods for understanding regional characteristics on the scale of municipality; and student learns fundamental method of geographically organizing and analyzing the phenomena, and the way of expressing the result.

2-2-2. Prefecture

Student gives some examples in the whole 47 prefectures, finds out and investigates geographic phenomena, and understands regional characteristics of the prefecture.

In parallel with that, student learns viewpoints and methods of understanding regional characteristics on the prefecture scale.

2-2-3. Countries in the world

Student gives some examples of countries in the world, finds out and investigates geographic phenomena, and understands regional characteristics of the countries.

In parallel with that, student learns viewpoints and methods of understanding regional characteristics on the country scale.

2-3. Japan in comparison with the world

2-3-1. Multilateral understanding of Japan

Student investigates regional characteristics of Japan from the world wide viewpoint and characteristics of the various internal areas from the nation wide viewpoint. Student takes a broad view of characteristics of the land of Japan from the various points of view. In parallel with that, student learns viewpoints and methods for defining regional characteristics, according to the spatial scale, or comparing and interrelating regions.

2-3-1-a. Regional characteristics of Japan from the viewpoint of natural environment

From the world wide viewpoint, student understands characteristics of the following; Japan is located at Pacific Ring of Fire and subjected to active tectonic movement; Japan is a

climatologically temperate and mountainous island-country with much precipitation, where is covered by dense forest; but natural disaster-prone condition give indispensable work to keep our life. In parallel with that, in Japan, student takes a broad view of regional difference in physical environment such as topography and climate.

2-3-1-b. Regional characteristics of Japan from the viewpoint of population

From the world wide viewpoint, student understands characteristics of the following; Japan has a large population; it shows high population density, and it also shows high life expectancy at birth for the people; and Japan has problems accompanied with birthrate decreasing and aging. In parallel with that, in Japan, student takes a broad view of things that population has concentrated to some plain parts of Japan, and therefore depopulated and overpopulated areas have appeared.

2-3-1-c. Regional characteristics of Japan from the viewpoint of resources and industries

From the world wide viewpoint, student understands characteristics of the following; Japan is a country not blessed with abundant energy and mineral resources; the land of Japan is highly utilized; and industry flourishes in Japan. In parallel with that, in Japan, student takes a broad view of things that; there exists various regions characterized by industry with utilizing their environmental conditions; and there includes environmental and energy problems.

2-3-1-d. Regional characteristics of Japan from the viewpoint of lifestyle and culture

From the world wide viewpoint, student understands characteristics of the following; people make a materially richer living in Japan than other countries; the traditional lifestyle and culture changes through progresses such as modernization and internationalization; and Japanese people have introduced foreign country's lifestyle and culture in the adequate form of Japanese environment. In parallel with that, in Japan, student takes a broad view of things that regional difference of lifestyle and culture is generally diminishing, while characteristic lifestyle and culture still exist in various places of Japan.

2-3-1-e. Regional characteristics of Japan from the viewpoint of connection among areas

From the world wide viewpoint, student understands characteristics of the following; Japan is well equipped with international transportation and communication networks at the advanced level; Japan is strongly connected with various areas of the world; and strength and content of the connection are varied by the opposite countries or regions. In parallel with that, in Japan, student takes a broad view of things that; there also exist well equipped transportation and communication networks at the advanced level; it is drastically changing in temporal distance and locational relationship among various areas of Japan; regional characteristics appear in movement of people and goods; and characteristic of each area changes under the influence of connection with the other area.

2-3-2. Japan in the relation of various characteristics

Student takes a broad view of regional characteristic of Japan from the world wide viewpoint, and characteristics of internal regions from the viewpoint of the whole Japan, through interrelating the fruits learned in the above each items of 2-3-1.

3. Treatments of the contents

3-1. Teacher must teach the contents 2-1, 2-2 and 2-3 in the numerical order, and keep class hours not to overly stress on a part of the contents.

3-2. Teacher must consider the following things to treat the contents:

3-2-a. Teacher must construct a systematic lesson plan, in which student can acquire the geographic perspective and thinking, and the geographic skills such as map reading and making, and landscape photograph reading. And, teacher must actively contrive to let student make use of computer and communication network in collecting and analyzing data of region.

3-2-b. When grasping characteristic of region and its change, teacher must contrive to tie up them with the contents of historical field and to let student investigate regional characteristic with thinking of the historical background, and teacher must also consider the relation also to the contents of civic and politic fields.

3-2-c. When referring to phenomena of biology and geosciences fields in the process of investigating regional characteristic, teacher must restrict the contents to indispensable one of grasping the regional characteristic.

3-3. The content 2-1 must be treated as the followings:

3-3-a. Teacher should not refer to advanced level of content such as methods of projection for world map in the content 2-1-1-a. And, teacher must contrive to let student make a growth of his or her interest in topics such as latitude, longitude and time difference, not to teach just the geometrical aspect of them.

3-3-b. In the content 2-1-1-b, teacher must refer to names of region such as continent and its subdivided area. In addition to this, teacher must let student expand his or her knowledge of country names more than the pre-existed knowledge, and also let student make ability to draw an outline map of the world.

3-3-c. In the content 2-1-2-a, teacher must let student grasp characteristic of location and domain of Japan from many-sided and diversified view by using globe and map. And, in terms of “characteristics and changes of the domain”, teacher must let student notice some problems on the domain of Japan such as the occupied northern territories where are inherent territory of Japan.

3-3-d. In the content 2-1-2-b, based on pre-existing knowledge of student, teacher must refer to knowledge of not only prefecture names but also the capital names. In addition to this, teacher must let student acquire knowledge of locations and names of prefecture by using map, and also let him or her make ability to draw an outline map of Japan.

3-3-e. Teacher must construct lesson plan to offer student several opportunities to learn the names of the major countries and prefectures at an appropriate interval and to finally let him or her completely memorize them.

3-4. The content 2-2 must be treated as the followings.

3-4-a. In the contents 2-2-1, 2-2-2 and 2-2-3, teacher must compare the contents and relate them to each other, and must let student learn different ways of researching and studying phenomena of region depending on spatial scales, with paying attention to the following perspective and method of grasping regional characteristic depends on the spatial scale of the region; and therefore it is necessary for student to manage to geographically organize and present phenomena of the region differently depending on the spatial scales.

3-4-b. In the content 2-2-1, teacher must let student make activities of observation and research in a suitable instruction plan for situation of the school located place. In parallel with that, teacher must let student become familiar to large-scale maps, almanac and the other materials to improve his or her skill of making use of them.

3-4-c. In the content 2-2-2, teacher must concretely select two or three cases of prefecture and treat them. One of these prefectures must include the place of school where student is enrolled. And teacher must let student investigate the selected prefectures by different perspectives and methods each other.

3-4-d. In the content 2-2-3, teacher must select two or three cases of country and concretely treat them. One of these countries must be adjacent to Japan. And teacher must let student investigate the selected countries by different perspectives and methods each other.

3-5. The content 2-3 must be treated as the followings.

3-5-a. In the content of regional characteristics of Japan listed in 2-3-1-a, b, c, d and e, teacher must contrive to treat the content from many-sided and diversified view, and restrict topics to indispensable ones.

3-5-b. In the content of 2-3-1-a, b, c, d and e, teacher must treat Japan as one region to instruct regional characteristics of Japan from the world wide viewpoint. And, to instruct regional characteristics of internal Japan, teacher must have the scope of whole Japan, must grasp the regional characteristics based on similarity and tendency among regions in Japan, and should not involve in detailed phenomena under the prefecture scale.

3-5-c. In the treatment of regional characteristics of internal Japan listed in 2-3-1-b, d and e, teacher must concretely treat the content based on one or two cases of region.

3-5-d. In the treatment of 2-3-1-a, b, c, d, e and 2-3-2, teacher must construct a systematic lesson plan and let student effectively learn method of grasping regional characteristic based on comparison among different spatial scales and comparison among regions.

3-5-e. In the content 2-3-2, teacher must pay attention to the position of this content as a concluding item and should not make increase of lesson hours more than one of the contents 2-3-1-a, b, c, d and e.

[Historic Field of Social Studies in Junior High School]

have not translated yet.

[Civic Field of Social Studies in Junior High School]

have not translated yet.

[Geography and History in Senior High School]

Overall Purposes of Geography and History in Senior High School

The following items are purposes of geography and history in senior high school, which teacher must do his or her best in supporting student's activity of trying to attain them.

Student makes understand and deepens knowledge about historic processes of Japan and the world and about regional characteristics of lives and cultures in Japan and the world.

Student cultivates his or her sense and ability as a citizen who independently lives and democratically and peacefully participates in international society of the world.

V. Geography A

1. Purposes

The following items are purposes of Geography A in senior high school, which teacher must do his or her best in supporting student's activity of trying to attain them.

Student considers geographic problems in the modern world based on regional characteristics.

Student cultivates his or her geographic knowledge of the modern world and fosters his or her geographic perspectives.

And student cultivates his or her self-consciousness, sense and ability as a Japanese citizen who independently lives in international society of the world.

2. Contents

The following items are contents of Geography A in senior high school, which teacher must do his or her best in supporting student's activity of trying to attain them.

2-1. Characteristics of the modern world and geographic skills

Student understands regional characteristics and trend of the modern world through hands-on learning activities. In parallel with that, student learns geographic skills.

2-1-1. World on the spherical surface and regional composition

Student understands configuration of continents and oceans on the earth, locational relation among the countries, bearings, difference in time, location, domain of Japan, and so on, through comparing their appearances between on globe and on world map of the world and drawing rough map of them.

2-1-2. Modern world as a connecting entity

Student understands that relative relations of location and distance among regions have changed and people's geographic range of view has been extended.

In parallel with that, student also understands that connection among countries and international trades are more active and more complex.

Such understandings should be attained through collecting and analyzing materials regarding development of transportation and communication and international movements of people and goods.

2-1-3. Diversified human behavior and the modern world

Student understands a variety of behavior of people in the world in relation to geographic environment surrounding the people, through class activities collecting and analyzing materials regarding people's behavior and activity such as consumption, leisure, sightseeing and volunteer in various parts of the world.

2-1-4. Progressive internationalization of community area

Student understands how the internationalization has developed in the community where he or she lives, and how Japan has been connected to the other places in the world, through class activities of area research and constructing maps on various phenomena being

connected to the world, which student will be able to find in his or her spheres of living and behavior.

2-2. Understanding of the modern world problems based on regional characteristics

Student investigates some problems which the modern world is facing, based on regional characteristics and focusing student concentration on an appreciation of foreign cultures and global problems.

And student develops his or her geographic knowledge and perspectives of the modern world.

2-2-1. Geographic consideration of life and culture in the world

2-2-1-a. Life, culture and environment in various regions

Student investigates life and culture of regions in the world, relating to geographic environment and ethnicity.

Student learns viewpoints and methods of geographically considering life and culture.

In parallel with that, student considers necessity of understanding and esteeming foreign culture.

2-2-1-b. Life and culture in neighboring countries of Japan

Student investigates characteristics of life and culture in the neighboring countries.

Student learns viewpoints and methods of geographically considering commonality and inhomogeneity between the neighboring countries and Japan.

In parallel with that, student considers necessity of appreciating and esteeming life and culture in the neighboring countries.

2-2-2. Geographic approach to global problems

2-2-2-a. Regional views of global problems

Student investigates problems of environment, natural resource, energy, population, foods, habitation and urbanization from global and regional views.

Student understands that global problems have spread out over larger area than a local region but they have appeared in different ways from region to region.

And student considers necessity of international cooperation as well as each country's effort to approach the problems.

2-2-2-b. Global problems and international cooperation engaged by Japan and the neighboring countries

Student investigates global problems with which Japan and the neighboring countries are facing and dealing.

Student understands that the problems have appeared in different ways from country to country.

Student also understands that international cooperation based on regional characteristics is needed to solve the problems, and considers a role of Japan.

3. Treatments of the contents

3-1. Teacher must consider the following points in instruction all over the contents.

3-1-1. Teacher must construct a lesson plan, carefully choosing just fundamental topics necessary for student to accomplish the purpose of Geography A.

And teacher should not refer to over-detailed or over-high level topic.

3-1-2. Teacher must construct systematic lesson plan to enable student to acquire geographic perspectives and geographic skills such as map reading, making map and reading photograph of landscape.

3-1-3. Teacher must let student investigate regional characteristics, considering historical background of them, and paying attention to trends of the modern world and changes of region.

- 3-1-4.** Teacher may refer to some topics of political, economic, biological and geological phenomena to let student investigate regional characteristics, as long as teacher restricts such reference to the indispensable of understanding regional characteristics.
- 3-1-5.** Teacher must instruct the contents including topics of Japan as much as possible and let student consider the contents relating to or comparing with the topics of Japan.
- 3-2.** Teacher must treat each of contents considering the following points.
- 3-2-1.** Teacher must pay attention to the following points on the content 2-1.
- 3-2-1-a.** On the contents 2-1-3 and 2-1-4, teacher must choose one of the two contents. On the contents 2-1-1 to 2-1-4, teacher must construct a lesson plan including learning hands-on activities such as use of globe and map, observation and investigation, collecting, selecting and processing geographic information from statistics, images and documents, and finding geographic value and constructing map to the information. And teacher must devise to let student relate the contents to each other and learn geographic skills.
- 3-2-1-b.** On the content 2-1-1, teacher must devise to let student be familiar with the way to understand the world on a sphere, but teacher should not refer to advanced level of projection method of map. Teacher must enable student to describe rough map of general and partial configuration of the world. On the location and domain of Japan, teacher must let student understand the location of Japan from the worldwide view, and teacher must refer to problems of the domain of Japan.
- 3-2-1-c.** On the content 2-1-2, teacher must let student understand the content comparing and relating thematic maps and statistics at different years, and teacher must devise to let student learn method of utilizing geographic information.
- 3-2-1-d.** On the content 2-1-3, teacher must devise to let student learn skill of utilizing commonplace material in student's daily life as geographic information.
- 3-2-1-e.** On the content 2-1-4, teacher must consider character of student and condition of school located place, practice area research, and devise to let student learn method of area research.
- 3-2-2.** Teacher must pay attention to the following points on the content 2-2.
- 3-2-2-a.** On the contents 2-2-1-a and 2-2-2-a, teacher must treat them in combination of two types of learning activities trying to investigate from a broad view all over the world and through concrete example of region or problem. Teacher also must devise to treat problems of environment, natural resource, energy, population, foods, habitation and urbanization in the content 2-2-2-a paying attention to interrelate among them.
- 3-2-2-b.** On the contents 2-2-1-b and 2-2-2-b, teacher must treat them to select either. On the content 2-2-1-b, teacher must select two or three countries from those of East Asia, Southeast Asia and Russia. And on the content 2-2-2-b, teacher must select two or three cases from global problems which the countries and Japan are now working on.

VI. Geography B

1. Purposes

The following items are purposes of Geography B in senior high school, which teacher must do his or her best in supporting student's activity of trying to attain them.

Student cultivates his or her self-consciousness, sense and ability as a Japanese citizen who independently lives in international society of the world, examining geographic phenomena in the modern world from both views of systematic or regional geography, deepening his or

her geographic knowledge of the modern world, and fostering his or her geographic perspectives.

2. Contents

The following items are contents of Geography B in senior high school, which teacher must do his or her best in supporting student's activity of trying to attain them.

2-1. Systematic geography consideration of the modern world

Student examines regional characteristics from the world-wide view point, which are identified and organized by geographic phenomena such as physical environment, natural resources, industries, urban and rural settlements, life styles and cultures.

Student understands that the modern world consists of various kinds of region. Student understands that various kinds of similarity or spatial organization of geographic phenomena appear in the regions

Student understands that the world may be occupied by some regions or may be divided into several regions, based on spatial distributions of geographic phenomena.

In paralleled with that, student learns viewpoints and methods of systematic geography enabling him or her to understand the modern world.

2-1-1. Physical environment

Student takes some appropriate examples from geographic phenomena such as topography, climate and vegetation to learn viewpoints and methods of systematic geography, and takes a broad view of the world physical environments .

2-1-2. Natural resources and industries

Student takes some appropriate examples from geographic phenomena such as natural resources and energy, agriculture, industries and transportations to understand viewpoints and methods of systematic geography, and takes a broad view of the world natural resources and industries.

2-1-3. Urban and Rural settlements, life and culture

Student takes some appropriate examples from geographic phenomena such as urban and rural settlements, consuming, leisure activities, and daily life to understand viewpoint and method of systematic geography, and takes a broad view of urban and rural settlements, life and culture in the world.

2-2. Regional geography consideration of the modern world

Student learns viewpoints and methods of regional geography that enable him or her to understand the modern world according to different sizes of area through the followings, Student considers regional characteristics of certain areas from many-sided and diversified view, according to different sizes of area.

And, student understands that each region being a component of the modern world has a wide range of characteristics.

2-2-1. Regions with the scale of municipality

Student learns viewpoint and method of regional geography which enable him or her to understand region with municipality scale through following.

Student researches characteristics of a certain area from many-sided and diversified view, where is appropriate to enable him or her to directly observe.

Student understands regional characteristics of his or her spheres of living and behavior, from a view of regional geography.

And, student takes some examples with similar size from Japan or World to examine their regional characteristics, comparing them and finding some relationships among them.

2-2-2. Regions with the scale of country

Student learns viewpoint and method of regional geography which enable him or her to understand region with country scale thorough the following,
Student takes some examples of country in the world to examine their regional characteristics from many-sided and diversified views, comparing them and finding relationships among them.

2-2-3. Regions with the scale of continent

Student learns viewpoint and method of regional geography which enable him or her to understand region with continental scale thorough the following;
Student takes some examples of continent in the world to examine regional characteristics from many-sided and diversified views, comparing the regional characteristics of the continents and finding relationships among them.

2-3. Geographic consideration on problems in the modern world

Student considers, from a broad view and based on regional characteristics, several problems with which Japan and the world are facing today.

Student deepens his or her geographic understanding about the modern world.

In parallel with that, student notices importance and effectiveness of geographic consideration and also learns geographic perspectives.

2-3-1. Consideration on the problems in modern world through mapping

Student develops maps to investigates global problems occurring everywhere in the world.

Student understands the present state and trend of phenomena relating to the problems.

In parallel with that, student notices effectiveness of mapping and also learns skills of mapping.

2-3-2. Consideration on the problems in the modern world through regionalization

Student identifies regions by measures such as distribution of phenomena to investigate global problems occurring everywhere in the world, and

Student understands spatial arrangement, similarity and organization of the phenomena in and among the regions.

In parallel with that, student notices effectiveness of identifying region, and also learns skills of regionalization.

2-3-3. Present state and problems of interdependence among countries

Student investigates the present state and problems regarding alliances among countries, trade, traffic and telecommunication in the modern world, relating to environmental condition of region.

Student understands them considering regional characteristics in the global scale.

In parallel with that, student notices importance of geographic consideration of the interdependence among countries.

2-3-4. Research on neighboring countries of Japan

Student investigates life and culture of neighboring countries of Japan, relating to environmental condition of region.

Student understands commonality and inhomogeneity between Japan and the neighboring countries, and also understands necessity of appreciating and esteeming foreign culture.

In parallel with that, student considers an appropriate way and role of Japan to associate with the neighboring countries.

2-3-5. Regional characteristics on environmental and energy problems

Student investigates environmental and energy problems considering regional characteristics from world-wide view point.

Student understands that the problems have occurred differently from region to region as well as globally.

And, student considers necessity of international cooperation considering regional difference to approach the problems.

2-3-6. Regional characteristics on population and food problems

Student investigates population and food problems considering regional characteristics from world-wide viewpoint.

Student understands that the problems have occurred differently from region to region as well as globally.

And, student considers necessity of international cooperation considering regional difference to approach the problems.

2-3-7. Regional characteristics on habitation and urbanization problems

Student investigates habitation and urbanization problems considering regional characteristics from world-wide viewpoint.

Student understands that some of the problems have occurred in common way over whole of the earth while the others have reflected regional individuality.

And student considers effectiveness of international cooperation considering regional characteristics to approach the problems.

2-3-8. Regional characteristics in problems of conflicts among races and border dispute

Student investigates the present state and trend of problems of conflict among races and border dispute considering regional characteristics from world-wide view point.

Student understands that some of the problems have occurred in common way over whole of the earth while the others have reflected regional individuality.

And student considers effectiveness of international cooperation considering regional characteristics to approach the problems.

3. Treatments of the contents

3-1. Teacher must consider the following points in instruction all over the contents.

3-1-1. Teacher must construct a lesson plan, carefully choosing just fundamental topics necessary for student to accomplish the purpose of Geography B.

And teacher should not refer to over-detailed or over-high level topic.

3-1-2. Teacher must construct systematic lesson plan to enable student to acquire geographic perspectives and geographic skills such as map reading, making map and reading photograph of landscape.

3-1-3. Teacher must let student investigate regional characteristics, considering historical background of them, and paying attention to trends of the modern world and changes of region.

3-1-4. Teacher may refer to some topics of political, economic, biological and geological phenomena to let student investigate regional characteristics, as long as teacher restricts such reference to the indispensable of understanding regional characteristics.

3-1-5. Teacher must instruct the contents including topics of Japan as much as possible and let student consider the contents relating to or comparing with the topics of Japan.

3-2. Teacher must treat each of contents considering the following points.

3-2-1. On the content 2-1, teacher must choose two or three cases of geographic to enable student to concretely investigate them from the worldwide viewpoint, stress on processes of student's activities analyzing and considering the cases, and devise to let student learn viewpoints and methods of systematic geography to understand the modern world.

3-2-2. Teacher must pay attention to the followings on the content 2-2.

3-2-2-a. On the content 2-2, teacher must devise to treat the content paying attention to that there are different ways and viewpoints to investigate a certain region depending on the size of the area.

3-2-2-b. On the content 2-2-1, teacher must choose two objective areas of which are one where his or her school is located and another one in either of Japan or the world.

3-2-2-c. On the contents 2-2-2 and 2-2-3, teacher must choose suitable two or three cases of area and devise to let student to learn viewpoints and methods of understanding the cases from a perspective of regional geography.

Teacher must pay attention to that there are two ways of regional geography to describe regional characteristics in a certain area from many-sided and diversified views. The first way is to investigate regional characteristics, finding a representative phenomenon characterizing the region, tracing its change, and organically relating it to the other phenomena. The second way is to investigate regional characteristics, listing up and arranging a series of phenomena characterizing. Teacher must devise to let student learn the both ways of regional geography.

And on the content of either 2-2-2 or 2-2-3, teacher may choose a region with an area corresponding to subdivided continental size instead of choosing a region with an area of country size or continental size.

3-2-3. Teacher must pay attention to the following on the content 2-3.

3-2-3-a. Teacher must choose just two contents from the contents 2-3-1, 2-3-2, 2-3-3 and 2-3-4, and another two contents from the contents 2-3-5, 2-3-6, 2-3-7, and 2-3-8. Teacher must utilize student's experiences in the contents 2-1 and 2-2, stress process of student's activities investigating geographic phenomena, let student deepen his or her geographic knowledge about the modern world, and also let student be familiar to method of geographic consideration.

3-2-3-b. On each of the contents 2-3, teacher must choose two or three cases of region or problem and treat them concretely considering a characteristic of the content. On the content 2-3-4, teacher must choose cases from countries in East Asia, Southeast Asia and Russia. And on the content 2-3-8, teacher must refer to problems of Japan's territory to instruct present state and trend of border disputes in the world.