

# A Tentative English Translation of the Parts of Civics in the Courses of Study for Junior and Senior High School (2008 and 2009) in Japan:

From the Standpoint of End-User<sup>1</sup>

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**Abstract:** I, who had taught the outline of Japanese civic education to foreign graduate students during 2006–2013, translated into English all parts of Civics in the new Courses of Study for secondary schools. It is partly because there is no English translation only on the fields of Social Studies in the website of the MEXT, and partly because a foreign student may have any interest in our Civics that would be supposed to have succeeded in tailoring the most moderate citizen in civilized countries.

These Courses of Study showed mere minimum concepts and, if you would ask me in more details, I will readily answer to the question by reference of the formal practical guides.<sup>2</sup>

Key words : Course of Study, Curriculum Guidelines, Civics, Social Studies, Law and Politics

## The Course of Study for Junior High School

(The public notice by the Ministry of Education, *et al.*, published on 28th March 2008)<sup>3</sup>

### II . Objectives and Contents of Each Field

Chapter 2 Respective Subjects Section 2 SOCIAL STUDIES

[CIVICS Field] (\*The parts of GEOGRAPHY and HISTORY fields hereinbefore are omitted.)

#### 1. Objectives

A school should enable students:

- (1) to accurately recognize the significance of the dignity of individuals and the respect for human rights, especially the relationship between liberty/right and responsibility/duty, from the wide perspective, so as to deeply understand the democratic ideas, and to cultivate the basic accomplishment necessary for the citizen playing a role in the popular sovereignty.
- (2) to deeply understand the significance of democracy, the connection between the improvement of national life and the economic activities, the contemporary social life, etc., at the midpoint of the relationship between individuals and society, so as to acquire the basement of points of view about the contemporary society, and to look at the social problems and exhibit such spontaneous attitude as to think about their solutions by themselves.
- (3) to recognize that every nation would respect each other sovereignty and every people would reciprocally cooperate for the sake of the realization of world peace and the improvement of mankind's welfare in the middle of developing international interdependent relationships, and to become aware of the importance that they would love their own country and try to accomplish her peace and glory.
- (4) to take deeper interests in the contemporary social affairs, to properly collect and select various materials, and to multilaterally consider them from several perspectives, so as to acquire enough skill

and attitude to accurately recognize, fairly judge, and appropriately express the facts.

## 2. Contents

### (1) We and Contemporary Society

#### A. Contemporary Society and Culture where We Live

A school should enable students to understand that as the characters of contemporary Japan we would see the aging population with low birthrate, informatization, globalization, etc., and to become aware that they would have influences on politics, economy and international relationship. Also she should enable students to understand the significance and influence of culture in contemporary society, and to take interest in the tradition and culture of our country and discern the significance of inheritance and creation of culture.

#### B. Points of View to Comprehend Contemporary Society

A school should enable students to look at our social being as a natural character, to think about the significance of the way to decide a thing and the rule in social life, so as to understand conflict and agreement, utility and fairness, etc. as the basement of points of view to comprehend contemporary society. Then she should awake them to the dignity of individuals, the intrinsic equality between both sexes, the importance of contract and the significance of observing it, the individual responsibility, etc.

### (2) We and Economy

#### A. Function of Market and Economy

A school should enable students to understand the significance of economic activity at the center of our familiar life as a consumer, and to look at the function of price and apprehend the basic perspective of market economy. Also she should enable them to understand the mechanism and function of modern production, finance, etc. and to think about the role and responsibility of business in society. Then they will consider the significance and role of work in social life, and employment and the improvement of labor conditions, in relation to the right and duty to work, the significance of labor union, and the spirit of Labor Standards Act.

#### B. People's Life and Role of Government

A school should enable students to think about the roles which national and local governments play in order to enhance the people's life and welfare on such problems as to be difficult for market operations to resolve, for example, development of infrastructure, environment preservation like pollution prevention, etc., fulfilling social security, consumer protection, and so forth. Also she should enable students to consider the role of public finance from the perspectives of securing fiscal revenues and distribution. Then they will think about the significance and role of taxation and understand the popular obligation to pay taxes.

### (3) We and Politics

#### A. Respect for Human Beings and the Fundamental Principles of the Japanese Constitution

A school should enable students to deeply think about the respect for human beings in light of fundamental human rights, to grasp the significance of law, to understand the importance of politics under the law in the sake of keeping our social life democratic, and to consider the significance that our national politics would be run under the Japanese Constitution. Also a school should enable them to deeply understand that the Japanese Constitution would regard respect for fundamental human rights, popular sovereignty, and pacifism as the basic principles, and to grasp the status of the Emperor as the symbol of the state of Japan and of the unity of the Japanese public and the Emperor's acts in matters of state.

#### B. Democracy and Political Participation

A school should enable students to understand the basic idea of local autonomy. Then they will understand the political mechanism of local government, and cultivate the base of such self-governing consciousness as necessary for the residents who seek to contribute to development of local autonomy, in relation to rights and obligations of residents. Also they will understand the outline of mechanism of our democracy placing the Diet at the center of politics, and the roles of political parties,

so as to think about the significance of parliamentary democracy, and deeply grasp the principle of majority rule and the way of its practice. Moreover, they will understand that the guarantee of fair trial in accordance with the law would be set up for the sake of protecting rights of the people and keeping social order, and consider the relationship between advancement of democracy and making of fair public opinions or political participation of the people. Then they will think about the significance of election.

(4) We and Tasks in the International Community

A. World Peace and Increasing Human Welfare

A school should enable students to recognize that for the sake of realization of world peace and increase in human well-being it would be important from the perspective of international concord, to respect each other sovereignty and cooperate among nations, to understand and collaborate with each other people, and the role of international organization, etc. such as the United Nations, and to think of the Japanese roles in the international society. Then they will deeply understand pacifism in the Japanese Constitution, think of our national security, defense, and international contribution, focus on the threat of nuclear weapons, etc., and cultivate enough ambition and cooperative attitude to prevent war and to establish world peace. Also they will see that it is important to economically and technologically collaborate, etc. for the purpose of resolving such an issue as global environment, resource and energy, poverty, etc.

B. In Search of a Better Society

A school should enable students to inquire the issues which we must resolve in order to construct a better society, and to compile their own opinions, from the perspective of making our society sustainable.

3. Treatment of Contents

(1) As treating Contents, a school should take in consideration the following items.

A. A school should enable students to utilize the results learnt in geography and history fields, and to furthermore enhance and develop their abilities and attitudes fostered in these disciplines. Also she should note that social affairs interconnect each other, and enable them to develop the well-organized learning with the total vision of this field, without slanting only to certain contents.

B. A school should take care that students can understand the basic senses of contents and cultivate the basic points of view on politics, economy, etc. through specific cases in relation to everyday social life. Then students will deeply understand the significances and functions of institutions and system.

C. A school should, throughout this field, enable students to acquire the abilities to think, judge, represent, etc. by explanation of consideration about social affairs and summation of their opinions, using the learnt knowledge. Also in their considering activities, they will read up and interpret materials, deeply think by discussion, etc., or study in other ways devised by her.

(2) On Contents (1), a school should treat them as below.

A. On Contents (1)-A, a school should treat them as below.

(a) To elaborately relate this field to Geography and History ones, so as to enable students to grasp the characteristics of contemporary society.

(b) On “the significance and influence of culture in contemporary society,” to pick up science, art, religion, etc., so as to design students to learn their relationship to social life, etc. On “the tradition and culture of our country,” to cover the distinctive example by utilizing the learnt outcomes in History field.

B. On Contents (1) which a school should place in the introductory part of Civics field, teach in the order of A and B, and allocate proper and adequate class hours to.

(3) On Contents (2), a school should treat them as below.

A. On Contents (2)-A, a school should pick up the familiar concrete cases, enable students to focus their attentions on the point that individual and corporate business activities would be conducted through choices in different conditions, and to understand the way of price determination and the

resource allocation in market. Then they will find that transactions in market would be carried out through the currency.

B. On “consumer protection” at (2)-B, to treat the consumer administration including the support for financial independence of consumers, etc. On “public finance,” to enable students to think about it in light of the features of contemporary society such as an aging society with fewer children, etc.

(4) On Contents (3), a school should treat them as below.

A. On Contents (3)-A, to pick up daily particular cases and enable students to understand the basic thoughts of the Japanese Constitution.

B. On Contents (3)-B, a school should treat them as below.

(a) To enable students to concretely understand through investigation, study tour, etc.

(b) To refer to the citizen judge system in relation to “the guarantee of fair trial in accordance with the law.”

(5) On Contents (4), a school should treat them as below.

A. On Contents (4)-A, a school should treat them as below.

(a) To elaborately relate this field to Geography and History ones, and devise how to utilize those learnt outcomes.

(b) On “realization of world peace,” to note that students would understand it in light of the basic items, such as territory (including territorial sea and airspace), national sovereignty, mutual respect for each sovereignty, the operations of the United Nations, etc.

(c) In relation to “respect each other sovereignty and cooperate among nations,” to take care that students would understand the significance of national flag and anthem, and mutual respect for them being the international courtesy, so as to cultivate the attitude to respect them.

(d) To refer also to a variety of cultures and religions in international community.

B. On Contents (4)-B, a school should treat them as below.

(a) To enable students to look at a life in a familiar region and its relationship to our national efforts, and to inquire them with both global vision and regional perspective.

(b) On Contents (4)-B, to place it as the summation of social studies and allocate proper and adequate class hours to it.

### III . Syllabus Design and Handling the Contents

In designing the syllabus, consideration should be given to the following.

(1) A school should relate it to Contents of Social Studies in primary school and organically to each other field in middle one, and enable students to totally accomplish the objectives of this subject area, noting the basic structure of Social Studies that the learning of Civics field would be developed on the base of the knowledge in Geography and History ones.

(2) Concerning how to take a course of each field, in principle during both Grade 1 and 2 students should study Geography and History fields in parallel, and in Grade 3 History and Civics ones. The school hours allocated for instruction of each field should be 120 ones per year for Geography, 130 for History, and 100 for Civics. Noting these points, a school should design the proper syllabus with originality and ingenuity

(3) A school should carefully select so basic items and matters and constitute such teaching contents, as to guide students to certainly acquire the fundamental ones, less the instruction depends on too much knowledge. Also a school should design such a device as reconstitution of items, etc., taking into due consideration the coverage and degree of Contents of II. Objectives and Contents of Each Field, and enhance lessons, assigning so proper tasks in each field, as to advance students to proactively study and cultivate all the more abilities to resolve their issues.

(4) “Based on the objectives of moral education listed in Sections I-2 of Chapter 1 General Provisions and in Section I of Chapter 3 Moral Education,”<sup>4</sup> “the content listed in Section II of Chapter 3 Moral Education should be” instructed appropriately, “in accordance with the characteristics of” Social Studies education and in consideration of the relationship to the period, etc. of moral education.

For entirely the instruction in each field, a school should encourage students to select and utilize materials in learning activities and enhance active and experiential learning. Then a school should take in such activities as reading and making of map or chronology, usually getting familiar with and appropriately utilizing materials like newspaper, reading, statistics, etc., compiling, writing a report on, and representing the process and result of observation, investigation, etc. Also, in collecting, processing, representing, etc. materials, a school should positively utilize computers, information and communication networks, etc. and apply them to instruction, so that students will approach learning with interests and concerns. And consideration should be given to ensure their proactive use of information tools and then to guide information moral, too.

In the instruction of Contents, a school should teach about politics and religion especially so carefully as to undertake it properly pursuant to the provisions of Articles 14 and 15 of the Basic Act on Education.

### **The Course of Study for Senior High School**

(The public notice by the Ministry of Education, *et al.*, published on 9th March 2009)<sup>5</sup>

#### Chapter 2 Each Subject Area Common to Each Course

#### Section 3 Civics (\*This section falling into pp.31-36 of the Japanese PDF or booklet version.)

##### Subsection I . Objectives

A school should enable students to proactively consider and profoundly understand the contemporary society with broader perspective, to foster self-consciousness of human existence and way of life, and to acquire the civic qualities necessary to become a promising maker of a peaceful and democratic state and society.

##### Subsection II . Each Subject

#### The 1st subject **CONTEMPORARY SOCIETY**

##### 1. Objectives

A school should enable students, with the mind respectful to human beings and the spirit of scientific inquiry, from broader perspective, to profoundly understand modern society and human beings, to cultivate the base of enough capabilities to proactively consider and fairly judge on fundamental problems in contemporary society and to personally consider human existence and way of life, and to acquire such abilities and attitudes as necessary to public citizen.

##### 2. Contents

###### (1) Society We Live in

In addressing challenges in contemporary society, a school should enable students to understand the concepts of happiness, justice, and fairness etc. as the platforms for considering the status quo of society, to become highly interested in modern society, and to be aware of how important proactively considering the way to live is.

###### (2) Contemporary Society and Human Existence/Way of Life

A school should enable students to understand the contemporary society from many angles, such as ethics, human intercourse, culture, politics, law, economy, international community, etc., and to consider the human existence/way of living in modern society, in light of its relationships to themselves.

###### A. Adolescence and Making Self

A school should enable students to understand the significance of adolescence in lifetime, to consider the tasks of self-formation in relation to self-fulfillment and occupational life, social participation, and tradition or culture, and to take deep notice of the way of adolescent life in contemporary society.

###### B. Contemporary Democracy and Significances of Political Participation

A school should enable students to profoundly understand the guarantee of fundamental human rights, popular sovereignty, pacifism and our national security, deeply realize the way of politics prescribed in the Japanese Constitution, such as the status and role of the Emperor,

parliamentary democracy and division of power, etc., in relation to people's life, and to consider the relationship between individuals and government in democracy and take deep notice of the importance of political participation and the ethics of autonomous living in democratic society.

C. Respect for Individuals and Rule of Law

A school should enable students to profoundly understand the guarantee of citizen's rights, rule of law, the significances and roles of law and norm, the best management of judicial system on the basis of respect for individuals in relation to the Japanese Constitution, and to consider respect for life, freedom/right and responsibility/duty, human dignity and equality, etc., so as to take deep notice of ethics for living together with others.

D. Contemporary Economic Society and Status Quo of Economic Activities

A school should enable students to profoundly understand the functions and limitations of market economy, roles of government and financial administration/taxation, and money and banking, in reference to transformation, etc. of contemporary economic society, and to consider the relationship between economic growth or business fluctuation and improvement of national welfare. Also a student will profoundly understand employment, labor problem and social security, and consider both roles and responsibilities of individuals and companies in business activities.

E. Trends of International Community and Japanese Roles to Fulfill

In reference to the trends of politics and economy in international community under expanding globalization, a school should enable students to understand the significance of international law on human rights, state sovereignty, and territory, racial/ethnic problem, atomic weapons and disarmament problem, our national guarantee of security and defense and international contribution, deepening economic interdependence, regional economic integration, poverty and disparity in international community such as south north problems, etc., to realize the role of international organization to promote international peace, cooperation, and concord, and to consider our national role to play and Japanese way of life in international society.

(3) In Search for Coexistent Society

Through activities to explore tasks with the view of committing to build a sustainable society, a school should enable students to profoundly understand contemporary society and deeply consider human existence/way of living at the present day.

3. Treatment of Contents

(1) A school should take in consideration the following points all over the Contents.

A. To try to relate this subject to Social Studies in junior high school, Moral Education, other ones in Civics, Geography and History, Home Economics, Information, Special Activities, etc., and taking care of relationships between items, to design the cohesive summation as a whole, lest it slants only to certain things.

B. Taking care that social affairs would be interrelated, a school should enable students to be interested in and consider social matters from several perspectives and to grasp them as synthetically as possible. Also a school should devise the development of educational guidance for students to proactively consider in the middle of their ways of life.

C. A school should constitute and instruct such Contents as to be carefully selected as the basic items and matters along the Objectives subscribed in 1.

D. A school should guide students to cultivate the objective and fair points of view on social affairs on the base of proper materials, and to master the ways of learning. Then she should take care to instruct the way to interpret and its significance of materials such as statistics, etc., the way to investigate and process information, the method of simple social inquiry, etc. Also she should take care that students appropriately express what they considered in learning process and its results.

(2) In dealing with Contents, a school should take the following points in consideration.

A. A school should bear the below points in mind on Contents (1).

(a) To put Contents (1) in the introduction of this subject.

(b) To include life, information, environment, etc. among "challenges in contemporary society."

B. A school should bear the below points in mind on Contents (2).

- (a) To set up one task or more each item, and enable students to consider them, using the concepts of happiness, justice, fairness, etc. listed in Contents (1).
- (b) On “the significance of adolescence in lifetime” and “the task of self-formation” in Contents (2)-A, a school should enable students to consider also the significance of learning all over lifetime. Also she should refer to the importance of joint social participation of men and women.
- (c) On Contents (2)-B, with reference to local autonomy, a school should enable students to profoundly recognize the relationship between politics and everyday life. On “the importance of political participation,” they will understand the significance of making public opinions, too. Also on “the ethics of autonomous living in democratic society,” they will consider it in light of the relationship between individuals and society.
- (d) On Contents (2)-C, students will acquire the basic points of view on law, especially the citizen judge system.
- (e) On “the functions and limitations of market economy” in Contents (2)-E, to refer also to the basic point of view on civil law that business actions would be subject to. On “money and banking,” to refer to the money market system and changes of cash flow, etc., too. Also on “roles and responsibilities of individuals and companies in business activities,” to refer to prevention of public pollution, environmental protection, and consumer problems, etc.
- (f) On “racial/ethnic problems” in Contents (2)-F, to refer also to a diversity of cultures and religions, so that students would foster such a tolerant attitude as to respect each other original culture, etc.

C. On Contents (3), a school should put them as the summation of this subject and enable students to utilize the outcomes learnt from Contents (1) and (2). To Assign tasks according to the status quo, etc. of locality, school, and students, so that they would focus their attentions on the relationship either between individuals and society, between some society and another one/other ones, or between the present generation and the future one.

## The 2nd subject ETHICS

### 1. Objectives

A school should enable students to profoundly understand and speculate about self-formation during adolescence and human existence/way of life, on the base of a mentality of respect for human beings and a feeling of awe of life, and motivate them to practically build their own personalities with continuous efforts, so that they would establish their selves as the subjects living with others and acquire such abilities and attitudes as necessary for being good citizens.

### 2. Contents

#### (1) Tasks of the Self that Lives at the Modern Age

A school should enable students to understand the significances and tasks of adolescence through reflection of their experiences or worries, to think about their ways of living a life with others in order to build the broad-minded self, and to grasp the connection of their own ways of life with the present ethical tasks.

#### (2) Human Existence and Way of Life

A school should enable students to profoundly speculate the human existence and values in relation to their tasks in living, using the basic ideas of antecedent philosophers as keys to overcome their own challenges.

##### A. Self-Consciousness as Human Being

A school should enable students to understand the significances, etc. of philosophy, religion, and art in human life, and to profoundly think about human existence/way of life, through speculation on some basic tasks concerning human existence and values.

##### B. Self-Consciousness as a Japanese National Living in International Society

On the characteristics of human, natural, religious perspective, etc. peculiar to Japanese, a school should enable students to understand them in relation to themselves, by reference to our

national climate and traditions and the acceptance of foreign thoughts, so that they will be profoundly aware of such Japanese existence/way of life as proactively living in international community.

(3) Modern Times and Ethics

A school should encourage students to profoundly speculate the ethical tasks of persons living at the present day, to establish their own ways of life, and to deeply awake to such human existence/way of life as trying to build a better nation/society and proactively contribute to international community.

A. Ethics of Persons Living at the Present Day

A school should enable students to acquire ethical points of view on human dignity and awe of life, the relationship of human beings to nature and scientific technology, human way of being in democratic society, social participation and voluntary service, self-fulfillment and happiness, etc., and to profoundly think about the tasks along their own way of living a life with others.

B. Modern Tasks and Ethics

A school should enable students to acquire the abilities to logically think and represent, and to profoundly awake to human existence/way of living a life at the present day, through such activities as to inquire ethical tasks in life, environment, family, local community, information society, culture and religion, international peace and human welfare, etc., in relation to their own tasks.

3. Treatment of Contents (\*The text of this subsection is omitted due to limitations of space)

The 3rd subject **POLITICS AND ECONOMY**

1. Objectives

A school should enable students, in the wider view, to profoundly understand the nature of democratic idea, to objectively comprehend contemporary politics, economy, international relationship, etc., and to proactively consider tasks in their realms and acquire the ability to fairly judge, so as to foster such civic abilities and attitudes as necessary for good citizens.

2. Contents

(1) Contemporary Politics

A school should enable students to become very interested in the trends of contemporary Japanese and international politics, to understand the significance of respecting and protecting the fundamental human rights and parliamentary democracy, and to grasp the nature of democracy, so that they will master the basic points of view on politics.

A. Fundamental Principles of Democracy and the Constitution of Japan

A school should enable students to overview such a political mechanism as respect for fundamental human rights, popular sovereignty, status and roles of the Emperor, the Diet, the Cabinet, courts, etc. in the Japanese Constitution, to understand each significance and function of politics and law, guarantee of fundamental human rights and rule of law, relationship between right and obligation, parliamentary democracy, local autonomy, etc., to grasp the nature of democracy and the characteristics of contemporary politics, and to consider the ways of preferable politics and of political participation as a sovereign in light of party politics, election, etc.

B. Contemporary International Politics

A school should enable students to understand transition of international society, the significance of international law on human rights, national sovereignty, territory, etc., roles of international organization such as the United Nations, our national security, defense, and international contributions, to grasp the characteristics of international politics and the factors of international disputes, and to consider the Japanese roles to contribute to international peace and human welfare.

(2) Contemporary Economy

A school should enable students to become very interested in trends of contemporary Japanese and world economy, to understand changes of business life such as globalization of Japanese economy, and mechanism and functions of contemporary economy, and to grasp its characteristics, so as to acquire the basic economic points of view.



A. Mechanism and Characteristics of Contemporary Economy

A school should enable students to understand the significances of economic activities, each role of family budget, company, and government in national economy, the functions and limitations of market economy, price trends, economic growth and business fluctuation, mechanism and operations of financial administration and the significance and role of taxation, and mechanism and operations of money and banking, to grasp the characteristics of contemporary economy, and to consider the relationship between ways of business activities and improvement of welfare.

B. National and International Economy

A school should enable students to understand the significances of trade, mechanism of exchange rates and of international payments, necessity of international concord and roles of international economic organization, to grasp the characteristics of international economy in transition of globalization, and to consider the Japanese roles in international economy.

(3) Tasks in Contemporary Society

A school should enable students, with the basic knowledge about politics, economy, etc., to profoundly consider the way of preferable resolution, through activities to inquire tasks in the contemporary society that would be required to keep itself sustainable.

A. Tasks of Politics and Economy in Contemporary Japan

A school should enable students to inquire the aging society with fewer children and social security, changing local society and residential life, problems over employment and working, changing industrial structure and minor enterprises, agriculture and food problem, etc., as relating politics to economy.

B. Tasks of Politics and Economy in International Society

A school should enable students to inquire global environment and natural resources and energy problems, reduction of international economic disparity and international collaboration, racial and ethnic problems and local disputes, Japanese standing and roles in international community, etc., as relating politics to economy.

3. Treatment of Contents

(1) A school should take in consideration the following items all over Contents.

A. To design to relate this subject to Social Studies in junior high school, other ones in Civics, Geography and History, Home Economics, Information, etc. and to devise the cohesive summation as a whole, lest it slant only to certain things.

B. To set up teaching Contents from such basic items and matters as to be carefully selected in accordance with Objectives in 1. Also a school should enable students to consider political and economic tasks in relation to objective materials, and to cultivate fair and objective points of view on politics and economy.

C. To advance the ability and attitude to appropriately represent the process of consideration and its results on politics and economy.

(2) A school should take in consideration the following items in treating Contents.

A. On Contents (1), a school should note the following items.

(a) On “significances and functions of law,” “guarantee of fundamental human rights and rule of law,” and “relationship between rights and obligations” in Contents (1)-A, a school should enable students to acquire the basic points of view on law, and pick up the citizen judge system. On “the nature of democracy,” a school should treat it in relation to some main political regimes in the world. On “the characteristics of contemporary politics,” also, a school should pick up and instruct such particular cases as making public opinions, etc., noting that students would become highly interested in politics as sovereigns.

(b) On Contents (1)-B, to enable students to understand a diversity of cultures and religions, too. On “the factors of international disputes,” also, students will consider them from various perspectives, and learn such an international enterprise as disarmament, abolishment of nuclear weapons, etc., too.

B. On Contents (2), a school should note the following items.

On Contents (2)-A, to treat it in the light of macro economy. On “functions and limitations of market economy,” to pick up prevention of pollution and environmental protection, consumer problems, too. On “mechanism and operations of money and banking,” also, to refer to changing financial environment, too.

C. On Contents (3), a school should note the following items.

(a) On Contents (3), a school should place it as the summation of this subject, and enable students to choose their tasks from respective Contents (3)-A and -B, using the results learnt in Contents (1) and (2), according to the status quo, etc. of community, school, and themselves. Then students will inquire due to the facts from various perspectives, after understanding the basic concepts and theories of politics and economy, and apprehend the interrelation between theory and reality.

(b) On Contents (3)-A, students will look at the trends of international society and refer to the projects, etc. in foreign countries.

### Subsection III . Treatment of Contents over Each Subject

1. In instruction of each subject, a school should take the following items in consideration.

(1) A school should emphasize such learning activities as to proactively utilize information, and take care to provide students with opportunities of learning by works and/or experiences. She should, therefore, introduce various learning activities such as collecting, selecting, reading, and interpreting a wide variety of statistics, yearbook, white paper, newspaper, reading matters, map, and other materials, representing, compiling a report on what to observe, tour and study, investigate, or inquire, etc.

(2) For collection, processing, presentation, etc. of materials, a school should willingly utilize computers and information and telecommunications networks, etc., and also enable students to proactively use these information tools. Then she should note the guidance of information moral, too.

2. In instructing Contents, a school should teach about politics and religion in so especially careful manner as to properly undertake it in compliance with Articles 14 and 15 of the Basic Act on Education.

### <Translator's Notes>

1. At first I had intended to use a teacher also as a subject or object, but so did only students several times.
2. The Explanation of the Course of Study for Middle School: the Part of Social Studies (published in July 2008). [http://www.mext.go.jp/component/a\\_menu/education/micro\\_detail/\\_\\_icsFiles/afieldfile/2011/01/05/1234912\\_003.pdf](http://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afieldfile/2011/01/05/1234912_003.pdf) (in Japanese)  
The Explanation of the Course of Study for High School : the Part of Civics (published in December 2009, renewed in 2011). [http://www.mext.go.jp/component/a\\_menu/education/micro\\_detail/\\_\\_icsFiles/afieldfile/2011/07/22/1282000\\_4.pdf](http://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afieldfile/2011/07/22/1282000_4.pdf) (in Japanese)
3. The Japanese text is in [http://www.mext.go.jp/a\\_menu/shotou/new-cs/youryou/chu/sya.htm#koumin](http://www.mext.go.jp/a_menu/shotou/new-cs/youryou/chu/sya.htm#koumin).
4. This paragraph was mostly cited from the Course of Study of Music (the tentative English version, p.5). [http://www.mext.go.jp/component/a\\_menu/education/micro\\_detail/\\_\\_icsFiles/afieldfile/2011/04/11/1298356\\_6.pdf](http://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afieldfile/2011/04/11/1298356_6.pdf)
5. The Japanese text is in [http://www.mext.go.jp/component/a\\_menu/education/micro\\_detail/\\_\\_icsFiles/afieldfile/2011/03/30/1304427\\_002.pdf](http://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afieldfile/2011/03/30/1304427_002.pdf).