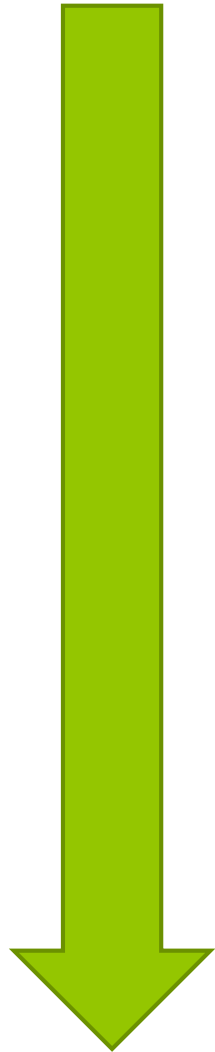




Introduction to Elementary School / Junior High School Environments

A basic rundown of the Japanese public school system and a brief look at what school life is like

Overview



- ▶ Preschool / Kindergarten
- ▶ Elementary School
- ▶ Junior High School
- ▶ High School
- ▶ Higher Education



Technical Colleges
and job training
programs are
also possible

(Ex: University, Graduate/Doctoral Programs)



Compulsory Education in Japan

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Grade				1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd	1st	2nd	3rd	
	Compulsory Education															
	Preschool / Kindergarten	Elementary School								Junior High School			High School			

➤ Elementary school and junior high school are compulsory.

➤ High school and technical schools are NOT compulsory.

Academic Year in Japan

- ▶ School year begins in April
- ▶ First term: April until July
 - ▶ Summer vacation in August
- ▶ Second term: September until December
 - ▶ Winter vacation
- ▶ Third term: January until March
- ▶ School is out for the year, and spring vacation begins!



April	Spring Vacation
May	First term
June	
July	
August	Summer Vacation
September	Second term
October	
November	
December	
January	Winter vacation
February	Third term
March	
	Spring Vacation

- ▶ Each city has its own schedule, so it is possible yours may be different

Daily / Weekly Events

- ▶ Assembly
- ▶ School Lunch
- ▶ School Cleaning
- ▶ School Clubs

School Events!

- ▶ Entrance Ceremony
- ▶ Sports Day
- ▶ Drama / Play
- ▶ Art Exhibitions
- ▶ School Trips
- ▶ Open School
- ▶ Graduation Ceremony



Typical Day at Elementary School:

- ▶ 6* Lessons per day, 45 minutes each
- ▶ Short recess between 2nd and 3rd period classes
- ▶ School lunch after 4th period
- ▶ Recess and school cleaning after lunch
- ▶ Afternoon classes
- ▶ Homeroom at the beginning and end of the day

*Many schools will have certain days where younger students go home earlier



Typical Day at Junior High School:

- ▶ 6* Lessons per day, 50 minutes each
- ▶ School lunch after 4th period
- ▶ Short recess after lunch or committee meetings
- ▶ Afternoon classes
- ▶ Cleaning after recess OR after classes end
- ▶ Club activities

*When there are special events, there may only be 5 classes, and class times may be shorter. It is important to know your school schedules!



Elementary School & Junior High School Etiquette:

- ▶ HRTs & JTEs are very busy, and must be with the students most of the day
 - ▶ Before/after school and recess periods are the best times to meet
 - ▶ Cleaning time is for cleaning, so this is not a good time to meet
- ▶ Your relationship with the HRTs & JTEs influences:
 - ▶ How students feel about communicating in English
 - ▶ Model positive communication in front of students
 - ▶ Your input level and participation in lesson planning
 - ▶ Build up trust and work together



School in Japan: Don't

- ▶ Put your hands in your pockets
- ▶ Sit on desks (It is used to eat lunch)
- ▶ Write names in red
- ▶ Gesture thumbs down
- ▶ Gesture swiping in front of your neck
- ▶ Point with one finger at students or teachers
- ▶ Play hangman / bomb type games
- ▶ Bring water/drinks to class



Japan School Dos:

- ▶ Model the language and communicate with the HRT in front of your students
- ▶ Use games and songs with ES students
- ▶ Be flexible with plans – what works for one age group may not work for another.
- ▶ Know student interests (what do they like?)
- ▶ Get involved outside of class:
 - ▶ Check papers
 - ▶ Make materials and activities
 - ▶ Interact with students
 - ▶ **✂ Be proactive**
 - ▶ Japanese teachers may not directly ask you to do things because of cultural norms.





Japanese Education System

Everything you need to get started with understanding schools and MEXT guidelines

MEXT 2021 and beyond

What is MEXT?

One of the official ministries of the Japanese government, that manages and regulates education in Japan.

What does the acronym stand for?

Ministry of Education, Culture, Sports, Science and Technology.

Why is MEXT important for ALTs to know about?

MEXT sets the curriculum guidelines for schools and teachers.

2021 officially starts the “New” English curriculum in Japanese public schools.

Three-year transition is finished (but still ongoing)



MEXT Subjects 2021

Elementary School

▶ Subjects

- ▶ Japanese language
- ▶ Social Studies
- ▶ Arithmetic
- ▶ Science/Living Environment studies
- ▶ Arts and crafts
- ▶ Home economics
- ▶ Physical Education
- ▶ **Foreign language**
(for 5th and 6th grade)

Junior High School

▶ Subjects

- ▶ Japanese language
- ▶ Social Studies
- ▶ Mathematics
- ▶ Science
- ▶ Music
- ▶ Art
- ▶ Health & Physical Education
- ▶ Technology and Home Economics
- ▶ **Foreign Language**

- Since 2020 in Elementary school, English has been treated as a **subject!**
Title changed from *gaikokugo katsudou* to *gaikokugo ka*
- HRTs evaluate the students (term finals / standardized test)
ALTs may be asked to help with this
- JHS students will have NEW textbooks for 2021

-
- ▶ Continuing transition in both ES and JHS – flexibility will be key

Continuing Focus for 2021: Elementary School Grades 3 & 4 / 1 & 2

▶ Grades 3 & 4

- ▶ 35 lessons per year (~1 per week)
 - ▶ Minimum of 15 lessons per year during the transition period
- ▶ Still considered an activity
(外国語活動 – gaikokugo katsudou)

▶ Grades 1 & 2

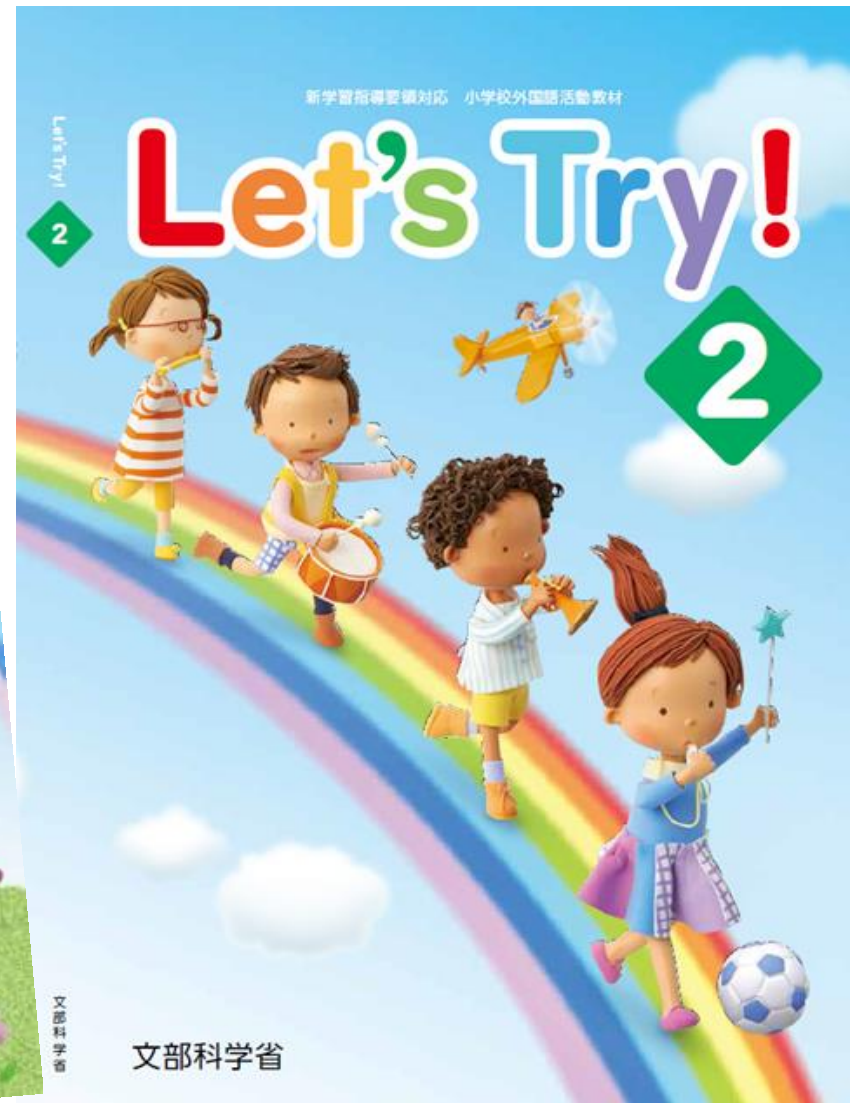
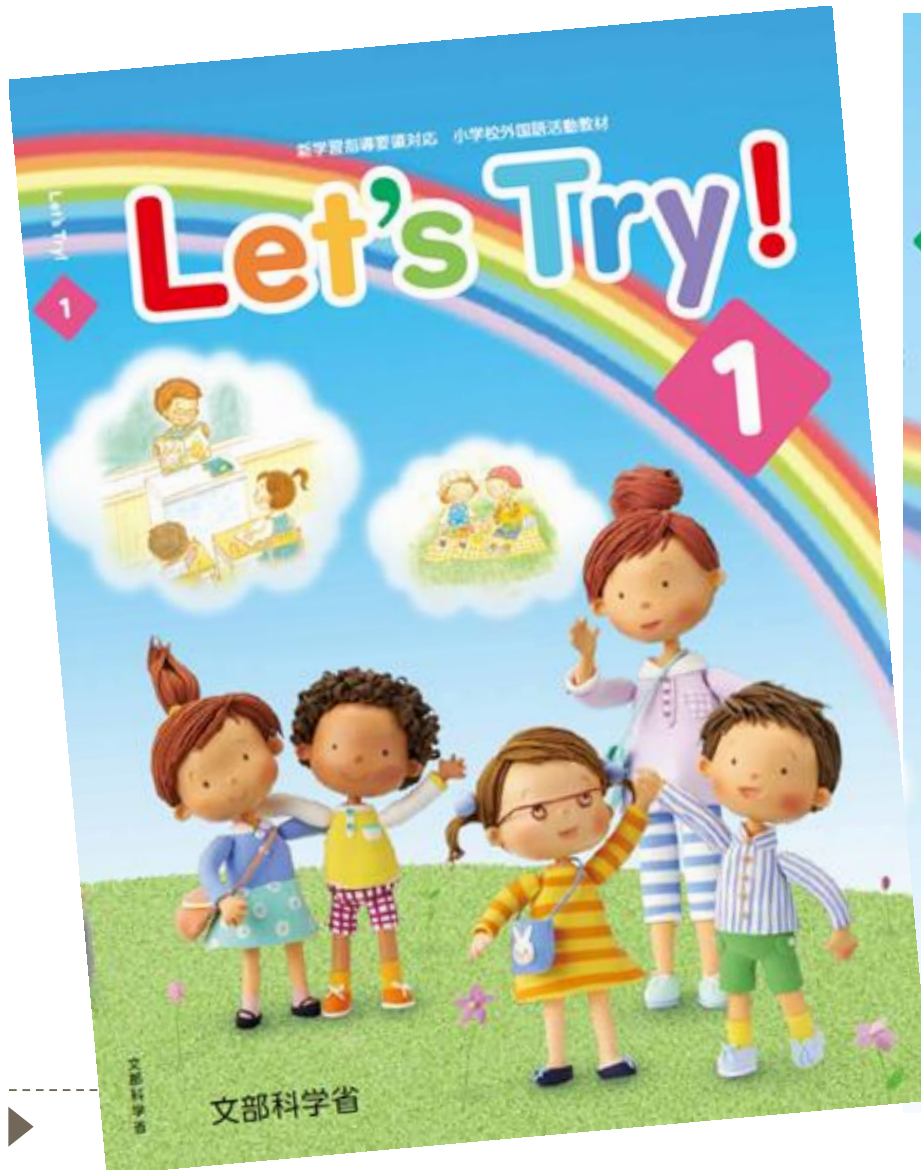
- ▶ Variable lesson numbers depending on the city

▶ Important Note:

- ▶ In grades 1-4, English is an activity, not an official subject
- ▶ This means students will NOT be evaluated



English Activity Books: Grades 3 & 4



Continuing Focus for 2021: Elementary School Grades 5 & 6

▶ Writing

- ▶ 5th Grade: emphasis on copying familiar vocabulary
- ▶ 6th Grade: emphasis on sentences

▶ Important Note:

- ▶ Students are NOT evaluated on spelling
- ▶ Stroke order will be consistent with current US standards

▶ Reading

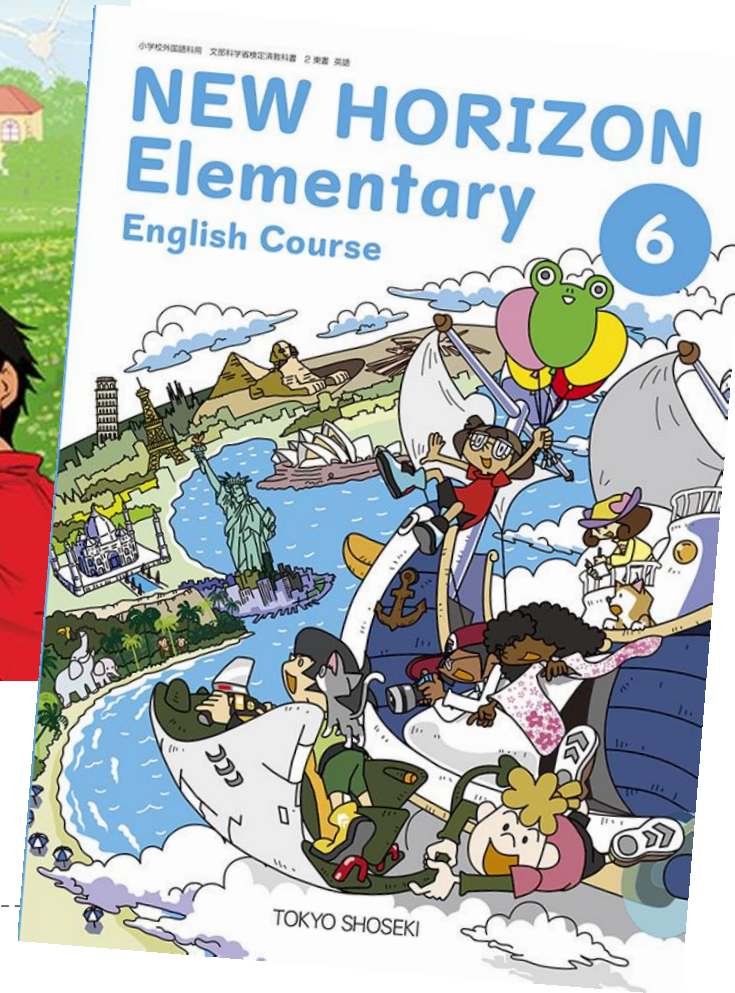
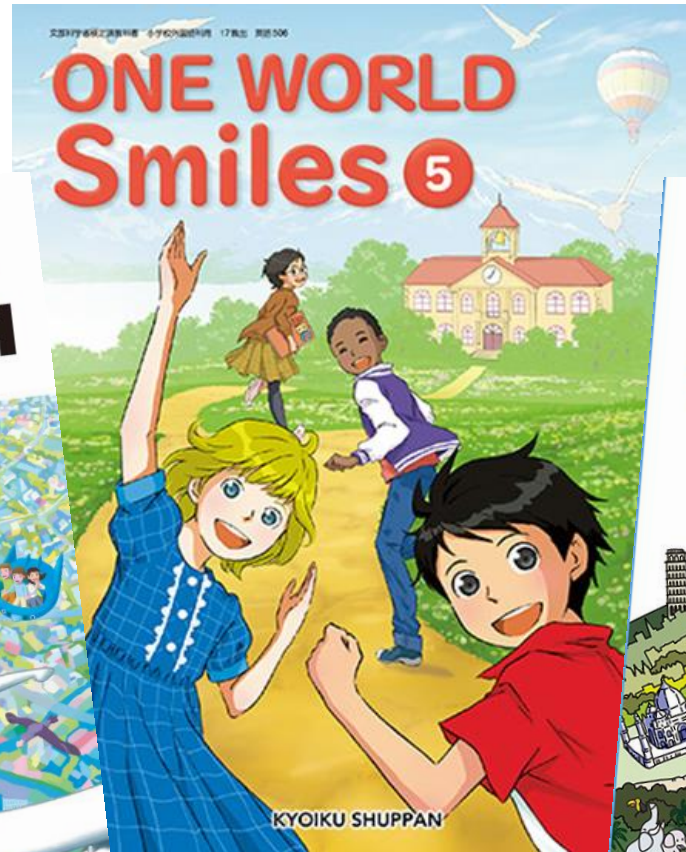
- ▶ 5th Grade: exposure to written language
- ▶ 6th Grade: phonetic based (using rhyming words)

▶ Important Note:

- ▶ Reading passages at the end of each unit are a review of the words and language used in the unit



Elementary School Textbooks for 5th and 6th Grade



New/Continuing Focus 2021: Junior High School

- ▶ Continuing focus on increased interaction:
 - ▶ Integrating 4 Skills
(reading / writing / listening / speaking)
 - ▶ “All English” classroom environment
 - ▶ Presentations
- ▶ Continuing Expansion of Language
 - ▶ Opinions (Why? Because...)
 - ▶ Ownership of the language
 - ▶ Debates
- ▶ New Grammar
 - ▶ Filtering down from high school



New/Continuing Focus 2021: Junior High School

- ▶ Goals for 3rd Grade Graduates
 - ▶ Students encouraged to meet certain milestones in standardized testing/evaluations to be on track to meet high school requirements.
 - EIKEN – Level 3 (*san kyuu*)
 - CEFR – A1
(Common European Framework of Reference for Language)
 - GTEC – Core (or sometimes Basic) level

- ▶ JTEs and Students will increasingly have these benchmarks in mind when creating curriculums and tests.



Junior High School Textbooks

文部科学省検定済教科書 中学校外国語科用 15 三省堂(英語) 724

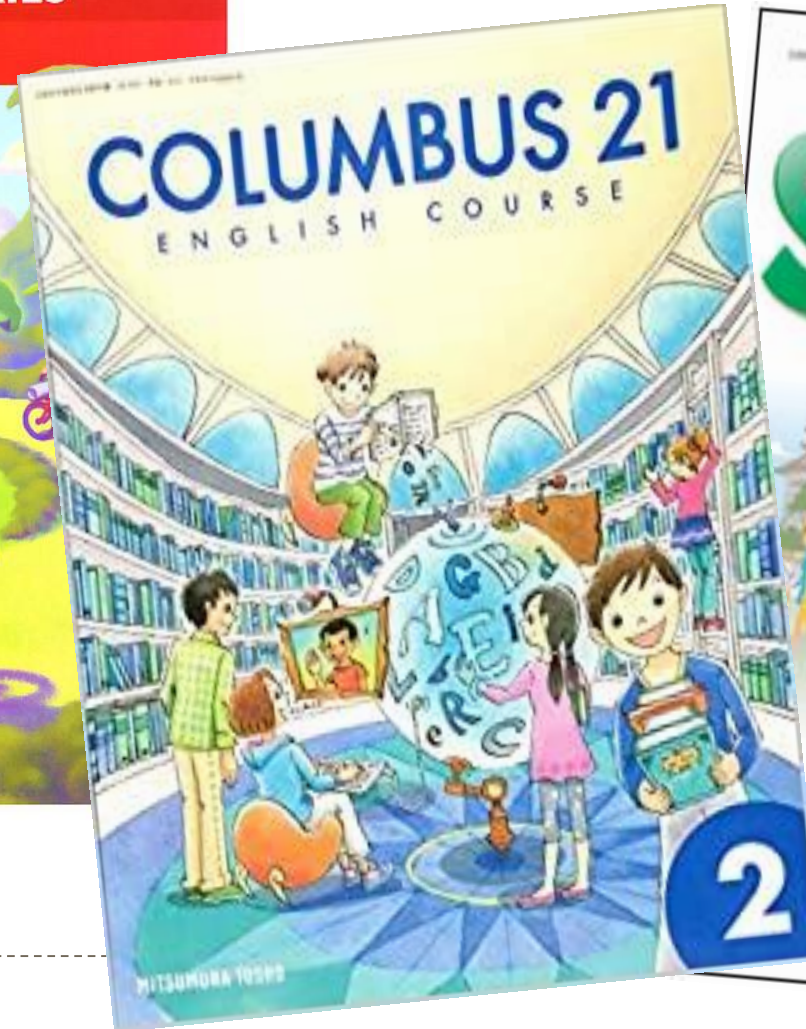
NEW CROWN

 ENGLISH SERIES

1



SANSEIDO



KAIRYUDO

Did You Enjoy Your Vacation?

1 不規則な過去形を持つ動詞を使い、過去のことを言えるようにしましょう。

Basic Dialog

- 1 What did you do last Sunday?
 2 I went to Kyoto with my friends.
 3 Did you take any pictures?
 4 Yes. I took a lot of pictures there.



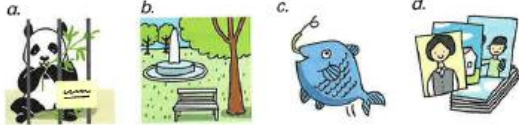
過去のことを言うときは、(動詞の原形+ed)のほかに、不規則な形に変化する動詞を使うことがあります。

「英語のしくみ①-①」(p.16)



3つの対話を聞いて、それぞれ内容に合う絵を選びましょう。

1. () 2. () 3. ()



New Words

- vacation [veikəʃən]
 took [tu:k] (takeの過去形)
 caught [kɔ:t] (catchの過去形)
 saw [sɔ:] (seeの過去形)
 panda [pændə]
 go fishing



例にならい、上の絵について対話しましょう。

- (例) A: Did you go to the zoo last Sunday?
 B: Yes. I went to the zoo. I had a good time.

go to the park / last Wednesday
 go fishing / last Saturday
 take a lot of pictures / yesterday



例にならい、前の日などにしたことについて友だちと対話しましょう。

- (例) A: What did you do yesterday?
 B: I went to the park with my friends.

WORD BOX

- ① last Friday
 last night
 ② make (▶made) dinner
 go (▶went) cycling
 サイクリングに行く
 eat (▶ate) sushi

4 新学期、由紀は学校でウッド先生に会いました。

Yuki: Did you enjoy your vacation?

Ms. Wood: Yes. I went to Kyoto last Sunday.

Yuki: You did? What did you see there?

Ms. Wood: I saw a *karesansui* garden for the first time.

Yuki: A *karesansui* garden?

Ms. Wood: Yes. It's a Japanese-style rock garden. It's very traditional. I took a lot of pictures. Here they are.

Yuki: Wow, beautiful! Did you eat any Kyoto dishes?

Ms. Wood: Yes. I had *yudofu* and *dengaku* in Arashiyama.

マイクと由紀のおしゃべりを聞いてみよう。



New Words

- garden [gɑ:dn]
 rock [rɒk]
 traditional [trədiʃən]
 for the first time

枯山水
 水が使われていない庭のこと。石や砂などで山水の風景を表現します。



▲嵐山寺の石庭



1. Did Ms. Wood go to Kyoto last Sunday?
 2. What dishes did she have in Arashiyama?



1. 本文中で聞き返しているところをさがして下線を引きましょう。
 2. What time did you get up this morning?

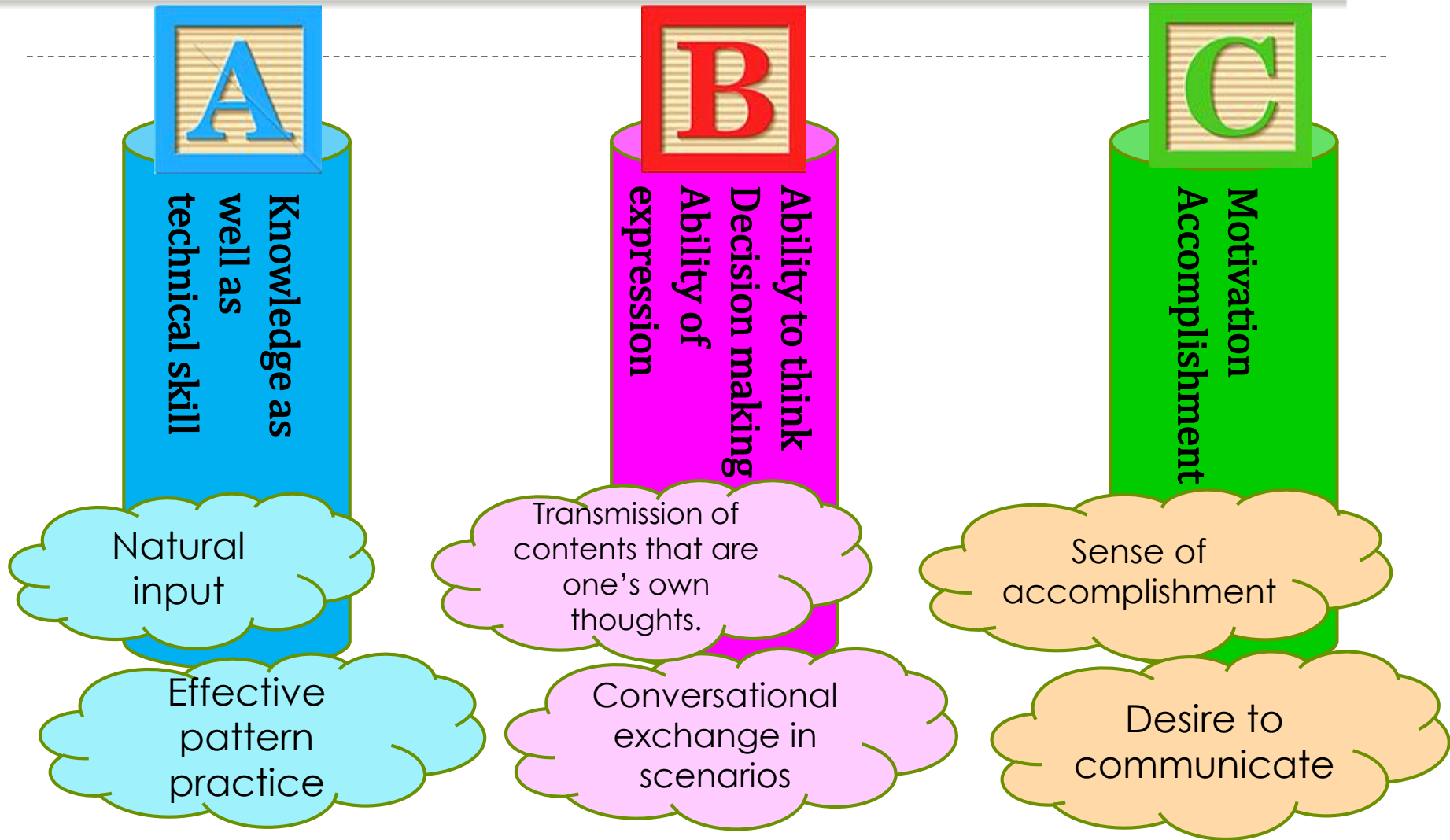
▶ My Project 4



音読

nine 9

Principles Behind the Borderlink Educational Materials



A
C

Activity Booklet
Revision = **Side-by-side English and Japanese** is easy to use !

B
C

JHS Debate Booklet
Focus towards student-oriented classes

Tools: Activity Booklet



POINT

Side-by-side English and Japanese is easy to use !

Established an icon corresponding to the four skills (listening, speaking, reading, and writing).

The activity's difficulty level is listed as one of three levels: Basic/Intermediate/Advanced



We met the request from teachers!

One activity is expanded, listing variations.

Connecting elementary and junior high school knowledge through a shared edition, with references for target schools written side-by-side.

4 Corners 4コーナース	S* / L / R / W	
活動の内容	教材	レベル
1. セロテープまたは磁石を使い、フラッシュカードを教室全体に貼る。児童1人は正面に出て、目を閉じた状態で1から10を声に出して数える。 2. その間に他の児童は(2回目以降は異なる)フラッシュカードを1枚選び、選んだフラッシュカードの近くに立つ。正面にいる生徒は1から10まで数え終わったら、フラッシュカードの単語を1つ選び、声に出す。そのカードの近くに立っている児童は脱落となる。 3. 正面に立つ児童を交代しながら、残り1〜3名になるまで活動を繰り返す。	・フラッシュカード ・セロテープ/マグネット	B 小学校

4 Corners	S* / L / R / W	
Procedure	Materials	Level
1. Flashcards are placed around the room. One student stands at the front with their eyes closed and counts to ten aloud. 2. While the student counts, the class moves to stand next to flashcards. After counting, the student in front says a vocabulary word and eliminates the students standing at that card. 3. Repeat, changing the student at the front, until one student is left in the four corners.	・Flashcards Tape/magnets	B ES

20 Questions 20の質問	S / L / R / W	
活動の内容	教材	レベル
1. 生徒は4人組をつくり、グループのメンバーに1から40の番号を振る。1番の生徒は教室の外に出て、指導者からお題(有名人またはキャラクターの名前)を聞く。 2. 1番の生徒は教室に戻り、グループの他のメンバーからの質問に対してyes(はい)もしくはno(いいえ)のみを使って答える。 3. グループの他のメンバーはお題を当てのために、20問以内で1番の生徒に質問をすることができる。 <small>*17歳未満の子供が使用する場合は、年齢に合った質問の準備が必要です。また、ゲームのルールを事前に説明し、指導者はグループの活動をサポートする。生徒にお題を決めさせてください。</small>	なし	B 中学校

20 Questions	S / L / R / W	
Procedure	Materials	Level
1. Students get into groups of four and number themselves. Student 1 from each group leaves the room, and is told the name of a famous person/character. 2. When the group of student 1s returns, they answer their group's questions using only yes/no. 3. The students try to guess who the famous person/character is in less than 20 questions. <small>*The ALT can provide categories for types of questions useful for the game. A demonstration is recommended. Close monitoring is required to ensure students don't give hints or cheat. You can also get the students to make suggestions for the famous people.</small>	None	B JHS

Scategories	S / L / R / W*	
Procedure	Materials	Level
1. Divide a sheet of paper into categories, choosing a category for each. 2. Ss fill their spaces with things that fit the categories. <small>*use pictures for younger classes, and words for older Ss</small>	Paper	MIX ES
Variation: Alphabet 1. Divide Ss into lunch groups, one St from each team coming to the front of the room. 2. When the HRT/ALT says "go!" Ss take an alphabet card (face-down) from the HRT/ALT's desk. 3. The first St who can say a word which starts with their letter correctly wins a point for their team. 4. Ss swap places with a new challenger from their lunch group to repeat the process. 5. After every St has a chance to participate, the team with the most points wins.	Set of alphabet flashcards	MIX ES
Variation: Groups 1. Write four categories on the blackboard, while groups of Ss stand at the back of the classroom. Each St receives three flashcards of words fitting the categories on the board. 2. The HRT/ALT calls out a category and Ss race to put their cards on the board. 3. Only the first St who correctly places their card may leave their card on the board. 4. The first group able to get rid of all their cards first wins.	Various sets of flashcards	MIX ES

Tools: Debate Booklet

Includes worksheet example.

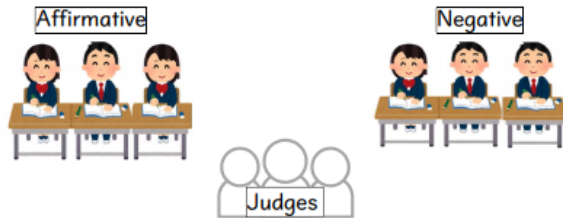
Grade () Class () Number () Name ()

Topic: Dogs are better pets than cats.

Aim:

Step1 Introduction: What is debate?

Topic: Dogs are better pets than cats.



Step2 Mini Discussion in the class: Let's Make Strong Reasons!

Tips:

- 1) Logical and supports your position $1+1=2$
- 2) Specific and clear
- 3) Reasonable and convincing
- 4) Based on evidence

affirmative 肯定側
 negative 否定側
 logical 論理的な
 specific 明確な
 convincing 説得力のある
 evidence 証拠

EX) Topic: Living in the country is better than living in the city.

Strong affirmative reasons

- The country is quieter.
- Fruits and vegetables are cheaper in the country.
- Rent is cheaper in the country.

Strong negative reasons

- Transportation is inconvenient in the country.
- There are no jobs in the country.
- You can't practice English in the country.

Weak Affirmative reasons

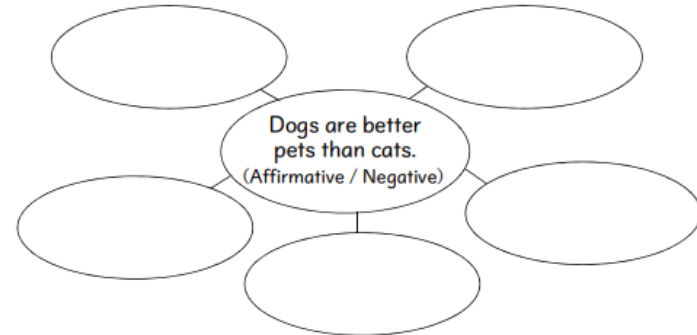
- I like the country.
- The country makes people happy.
- My family lives in the country.

Weak negative reasons

- I don't like the country.
- It smells bad in the country.
- There are not rental stores in the country.

JHS Debate Grade 3 G3T1A Sts

Step3 Brainstorming in groups



Step4 Individual Activity & Presentation

Please write your 2 reasons. Share together with the class!



Remember: Is it logical? Is it specific and clear? Is it convincing? Can you find evidence?

Topic	Agree or Disagree Circle one	2 Reasons
Dogs are better pets than cats.	Agree Disagree	● ●

We (agree / disagree) that (dogs are better pets than cats).

Our first reason is that _____

Our second reason is that _____

JHS Debate Grade 3 G3T1A Sts
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Continuing Focus 2021: Supporting Students & Teachers

▶ What we can do:

- ▶ Give every opportunity for students & teachers to communicate in English.
- ▶ Create opportunities for natural communication.
- ▶ Have students think about the language being used and to support their answers/ideas. Make use of 'Why?'

▶ Working w/ Japanese Teachers:

- ▶ Understand the needs of the teachers w/ the addition of the new elements in the program.
 - ▶ Work together with the teachers and don't push too much. Be flexible! Not everything needs to be done this year.
- ▶ Support teachers with their use of the language.



Let's get ready for classes!

