

The National Curriculum Standards for Grade 5 and Grade 6 in Elementary School

Section 10 Foreign Languages

I. OVERALL OBJECTIVE

To develop pupils' competencies that form the base of communication as follows through language activities such as listening, reading, speaking and writing in foreign languages while activating the Approaches in communication in foreign languages.

- (1) To notice the differences between Japanese language and foreign languages about the sounds and letters, vocabulary, expressions, sentence structures, functions of foreign languages, understand these knowledge, become familiar with reading and writing and acquire the basic skills that can be utilized in communication in listening, reading, speaking and writing.
- (2) To cultivate the basic ability to be able to communicate their own thoughts and feelings by listening and speaking about familiar and simple matters in accordance with the purposes, scenes and situations where communication takes place, reading while guessing the meaning of the vocabulary and basic expressions of foreign languages for which they are sufficiently familiar with the sounds and writing with an awareness of word order.
- (3) To deepen the understanding of the cultures in the background of foreign languages and cultivate the attitude of attempting to proactively communicate in foreign languages while giving consideration to others.

II. OBJECTIVES AND CONTENTS OF EACH LANGUAGE

English

1. Objectives

To develop the competencies specified in I. (1) and (2) in an integrated manner, through instruction that aims for the realization of the goals set in the five skill areas of listening, reading, speaking [interaction], speaking [presentation] and writing specified below, and to develop the competencies specified in I. (3) through this process, based on the characteristics of learning English.

(1)Listening

- a. Can listen to and understand simple words and phrases and basic expressions regarding themselves and familiar and simple matters if spoken to slowly and clearly.
- b. Can listen to and understand concrete information regarding familiar and simple matters in daily life if spoken to slowly and clearly.
- c. Can grasp the outline of brief talks regarding familiar and simple matters in daily life if spoken to slowly and clearly.

(2)Reading

- a. Can identify letters written in block letters and pronounce the names of letters.
- b. Can understand the meanings of simple words and phrases and basic expressions for which they are sufficiently familiar with the sounds.

(3)Speaking [Interaction]

- a. Can give instructions, make requests and respond to them by using basic expressions.
- b. Can exchange their own thoughts and feelings regarding familiar and simple matters in daily life by using simple words and phrases and basic expressions.
- c. Can communicate in asking and answering questions about themselves, someone they communicate with and their surroundings by using simple words and phrases and basic expressions on the spot.

(4)Speaking [Presentation]

- a. Can talk about familiar and simple matters in daily life by using simple words and phrases and basic expressions.
- b. Can talk about themselves after organizing the contents they want to communicate by using simple words and phrases and basic expressions.
- c. Can talk about their own thoughts and feelings regarding familiar and simple matters after organizing the contents they want to communicate by using simple words and phrases and basic expressions.

(5)Writing

- a. Can write upper and lower cases in block letters. Furthermore, can transcribe simple words and phrases and basic expressions for which they are sufficiently familiar with the sounds, with an awareness of the word order.

- b. Can write about themselves and familiar and simple matters by using simple words and phrases and basic expressions for which they are sufficiently familiar with the sounds while referring to example sentences.

2. Contents

[Grade 5 and Grade 6]

[Knowledge and skills]

(1) Items related to characteristics and rules of English

Give instructions to enable pupils to acquire skills they can utilize in communication while understanding which of the language materials specified below are suitable for achieving the goals for each of the five skill areas specified in 1 and effectively linking the language materials and language activities, through language activities using English.

a. Sounds

Handling the basic words, phrases and sentences in the items specified below.

- (a) Modern standard pronunciation
- (b) Change in sounds due to the connection of one word to another
- (c) Basic stresses in words, phrases and sentences
- (d) Basic intonation in sentences
- (e) Basic pauses in sentences

b. Letters and symbols

- (a) Upper and lower cases in block letters
- (b) Basic symbols such as periods, question marks and commas

c. Words, collocations and idiomatic expressions

- (a) About 600-700 words are necessary to achieve the goals for each of the five skill areas specified in 1, including the words learned when taking Chapter 4 Foreign Language Activities for Grade 3 and Grade 4
- (b) Basic collocations with a high use frequency such as get up, look at, etc.
- (c) Basic idiomatic expressions with a high use frequency such as excuse me, I see, I'm sorry, thank you, you're welcome, etc.

d. Sentences and sentence structures

Regarding the items specified below, make aware of the differences between Japanese language and English such as word order and utilize them as basic expressions through repeatedly experiencing them in communication in a meaningful context.

(a) Sentences

a Simple sentences

b Affirmative and negative declarative sentences

c Affirmative and negative imperative sentences

d Question sentences that begin with the *be* verb, begin with an auxiliary verb (can, do, etc.) or begin with an interrogative (who, what, when, where, why, how)

e Pronouns that include basic pronouns such as I, you, he, she, etc.

f Gerunds and past forms that include basic gerunds and past forms with a high use frequency

(b) Sentence structures

a [Subject + verb]

b [Subject + verb + complement] with the structure

$$\text{Subject} + \textit{be} \text{ verb} + \left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \\ \text{adjective} \end{array} \right\}$$

c [Subject + verb + object] with the structure

$$\text{Subject} + \text{verb} + \left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$$

[Abilities to think, make decisions and express themselves]

(2) Items related forming thoughts while organizing information, expressing themselves and communicating.

Give instructions to enable pupils to acquire the following items through setting specific tasks, forming their thoughts while organizing information and expressing themselves in accordance with the purposes, scenes and situations where communication takes place.

- a. Exchanging their own thoughts and feelings by using simple words and phrases and basic expressions after organizing the contents they want to communicate regarding familiar and simple matters.
- b. Reading about familiar and simple matters while guessing the meaning of simple words and phrases and basic expressions for which they are sufficiently familiar with the sounds and writing about such matters with an awareness of word order.

(3) Items related to language activities and language functions

(i) Items related to language activities

Give instructions about the items specified in (2) by utilizing the items specified in (1), for example, through the following language activities.

a. Listening

- (a) Activities to listen to simple words and phrases and basic expressions regarding their familiar people and their surroundings such as themselves and school life, etc. and match the words and phrases and expressions with illustrations and photographs, etc. representing them.
- (b) Activities to listen to concrete information regarding familiar and simple matters in daily life such as dates, times and prices etc.
- (c) Activities to listen to brief conversations and explanations spoken in simple words and phrases and basic expressions and obtain the necessary information regarding familiar and simple matters such as friends, family and school life etc. while referring to illustrations and photographs, etc.

b. Reading

- (a) Activities to look at letters written in block letters and identify what letters they are and whether they are upper or lower cases.
- (b) Activities to look at letters written in block letters and properly pronounce the names of the letters.
- (c) Activities to obtain the information they need from notices and pamphlets, etc. with contents consisting of familiar and simple matters in daily life.
- (d) Activities to identify simple words and phrases and basic expressions for which they are sufficiently familiar with the sounds from picture books, etc.

c. Speaking [Interaction]

- (a) Activities to exchange greetings with strangers and acquaintances, give

instructions and requests to someone pupils communicate with and respond to or refuse them.

(b)Activities to communicate their own thoughts and feelings and ask and answer simple questions regarding familiar and simple matters in daily life.

(c)Activities to have brief conversations by answering simple questions about themselves on the spot and asking simple questions about someone pupils communicate with on the spot.

d. Speaking [Presentation]

(a)Activities to talk about familiar and simple matters in daily life such as times, dates and places, etc.

(b)Activities to introduce themselves including their hobbies and things they are good at, etc. by using simple words and phrases and basic expressions.

(c)Activities to talk about their own thoughts and feelings regarding familiar and simple matters such as school life and things related to their local community, etc. by using simple words and phrases and basic expressions.

e. Writing

(a)Activities to listen to the names of letters pronounced and write upper and lower cases in block letters.

(b)Activities to transcribe simple words and phrases for which they are sufficiently familiar with the sounds regarding familiar and simple matters, with the purpose of communicating to someone pupils communicate with.

(c)Activities to transcribe basic expressions for which they are sufficiently familiar with the sounds regarding familiar and simple matters focusing on spaces between one word and another, with the purpose of communicating to someone pupils communicate with.

(d)Activities to choose and write words from examples using simple words and phrases and basic expressions for which they are sufficiently familiar with the sounds regarding simple matters about themselves such as names, age, hobbies, likes and dislikes, etc. with the purpose of communicating to someone pupils communicate with.

(ii) Items related to language functions

Pick up the language use situations and language functions mainly from the following items when engaging in language activities.

a. Examples of language use situations

(a) Situations related to pupils' familiar lives

- Life at home
- Learning and activities at school
- Local events etc.

(b) Situations where typical expressions are often used

- Greetings
- Self-introductions
- Shopping
- Having meals
- Asking and giving directions
- Traveling etc.

b. Examples of language functions

(a) Making communication smooth

- Greeting
- Speaking to someone
- Making agreeable responses
- Asking someone again
- Repeating etc.

(b) Communicating feelings

- Expressing gratitude
- Praising
- Apologizing etc.

(c) Stating facts and information

- Explaining
- Reporting
- Announcing etc.

(d) Communicating thoughts and intentions

- Offering
- Stating opinions
- Agreeing
- Accepting
- Refusing etc.

(e) Encouraging someone to do something

- Asking questions
- Requesting
- Ordering etc.

3. Syllabus design and lesson delivery in English

(1) In designing the syllabus, consideration should be given to the following while taking care to ensure the connections with the instructions in Grade 3 and Grade 4, junior high schools and high schools.

a. Anticipate the unity of contents and lessons such as units and aim for the realization of the proactive, interactive and authentic learning of pupils toward development of the competencies fostered in those contents and lessons. In working toward these goals, set specific tasks and aim for the enhancement of learning so that pupils carry out activities with an awareness of the communication purposes, scenes and situations while also activating the Approaches in communication using foreign languages, and utilize knowledge of English sounds, vocabulary, expressions, etc. in communication in the five skill areas to enrich learning.

- b. Set goals for each grade properly and aim for the realization of the objectives of the foreign language through two grades.
 - c. Give instructions as necessary for understanding and practicing the language materials specified in 2 (1) when actually engaging in language activities in English such as exchanging each other's thoughts and feelings. Furthermore, give instructions repeatedly and consolidate learning contents such as simple words and phrases and basic expressions handled when taking Chapter 4 Foreign Language Activities for Grade 3 and Grade 4.
 - d. Come up with ways to improve the effect of the instruction by picking up specific items and giving the instruction stated in Chapter 1 General Provisions, II. 3 (2) c. (b) as necessary, based on the characteristic of English learning expected that pupils experience English frequently. In the case of giving this kind of instruction, clarify the aims of this instruction and the relationship to the items for which instruction is given linked to the aims and give systematic instructions so that the competencies are developed without imbalance, anticipating the unity of contents and lessons such as units.
 - e. Come up with ways to ensure that topics in the language activities matches the interests of the pupils, utilizes what the pupils learned in other subjects such as Japanese language, music and arts and crafts, etc. and is linked to what pupils do in school events, etc.
 - f. For pupils with disabilities etc., come up with instruction contents and instruction methods in accordance with the difficulties that arise in learning activities in a systematic and institutional way.
 - g. Enhance instruction forms, for example by obtaining the cooperation of native speakers of English and local residents fluent in English, etc. and come up with more effective instruction methods when teachers in charge of classes or teachers in charge of foreign languages design the syllabus and conduct the classes.
- (2) Consideration should be given to the following items for teaching the contents specified in 2
- a. Give instructions in the language materials specified in 2 (1) in stages from easy to difficult materials. Furthermore, take care regarding the fact that there are both items in which instruction should be given to enable pupils to

understand meanings through listening and reading, and items in which instruction should be given to enable pupils to express themselves by speaking and writing, in accordance with the developmental stages of the pupils.

- b. Give instructions in the language materials specified in 2 (1) a. through pronunciation practice, etc. while noting the differences from Japanese language when giving instructions in sounds. Furthermore, give instructions linking sounds to letters.
- c. Take care regarding the following items when giving instructions about sentences and their structures.
 - (a) Come up with ways to give effective instructions so that pupils are able to recognize the differences in word order, etc. between Japanese language and English and the unity of related sentences and their structures.
 - (b) Give instructions that is effectively linked to language activities while giving consideration to ensuring that there is not an excessive focus on instructions of grammar terms and usage.
- d. Come up with learning styles (or activities) such as pair work, group work, etc. as needed so that pupils develop the abilities to ask questions to their friends and answer questions from them regarding familiar and simple matters. In working towards these goals, for pupils who have problems with communicating with other people, come up with instruction contents and instruction methods in accordance with the characteristics of the individual pupils.
- e. Effectively utilize audio-visual teaching materials, computers, information and communication networks and teaching and learning devices, etc. to further increase the interests of the pupils, to streamline the instruction and to further enhance the language activities, in accordance with the competencies for pupils to acquire, the circumstances of the pupils and the contents of the teaching materials, etc.
- f. Enable pupils to anticipate and reflect on the learning by clearly establishing purposes, scenes and situations where communication takes place and clearly specifying the competencies that should be developed through the language activities when engaging in instruction of each unit and in each lesson.

- (3) Concerning teaching materials, care should be taken for the following points.
- a. Regarding the teaching materials, clearly indicate the relationship between the goals for each of the five skill areas specified in 1 and the contents specified in 2 for each unity of contents and lessons such as units in each teaching material and pick up the subject matters giving sufficient consideration to language use situations and language functions, in order to comprehensively develop the competencies for the foundation of communication, such as listening, reading, speaking [interaction], speaking [presentation] and writing.
 - b. Pick up proper and various subject matters about the daily life, manners and customs, stories, geography, history, traditional culture and nature, etc. of the people of the world, mainly people who use English and Japanese people, in accordance with the developmental stages and interests of the pupils, and give consideration to the following perspectives.
 - (a) Be useful for deepening the pupils' understanding of diverse ways of thinking and developing their rich humanity while cultivating their ability to make fair judgments.
 - (b) Be useful for cultivating pupils' attitudes of increasing the interests in the culture of Japan and the culture in the background of English and attempting to deepen the understanding of those cultures.
 - (c) Be useful for increasing their awareness of themselves as members of Japan, which is required to deepen the international understanding from a broad perspective and to engage with the international community, and cultivating the spirit of the international cooperation.

Other foreign languages

Give instructions in other foreign languages in accordance with the objectives regarding English for each of the five skill areas specified in 1, the contents specified in 2 and the syllabus design and lesson delivery specified in 3.

III. SYLLABUS DESIGN AND LESSON DELIVERY

1. In principle, take English in foreign languages period.
2. Give proper instructions, in accordance with the characteristics of foreign languages, regarding the contents specified in Chapter 3 Special Subject Morality, II. while also giving consideration to linkages to the Morality Period, etc., based on the objectives of moral education specified in Chapter 1 General Provisions, I. 2 (2).