

Suggestion about Basic Earth Science in the next Course of Study for high school –What and How to be improved

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Four years have passed since “Basic Earth Science” was introduced and carried in the present Course of Study. The ratio of students who study Earth science in high school has increased and there have been some improvements in education of Earth science.

In *Japan Geoscience Union Meeting* held two years ago, *the Educational Curricula Subcommittee of JpGU* suggested three tentative subject plans, subject A, subject B and subject C, considering how Geoscience should be taught in high school in the next Course of Study, in order to improve the nation’s geoscience literacy. Last year we conducted a questionnaire survey to teachers in charge. We issued a report of the results on how the teachers were teaching Basic Earth Science, what problems they were facing, and what they could improve.

It is often said that education policy in Japan is changing rapidly; entrance examination reform, aiming for cultivation of human resources to keep pace with the world affairs, and the revision of the next Course of Study as well.

Based on these situations, assuming that Basic Earth Science will be kept in the next Course of Study too, we have talked many times about how it should be taught, and came to have a definite direction in common.

We have four major points.

1. To be based on the present “Basic Earth Science” (“subject A” mentioned above)
2. To select key words and concepts that should be incorporated
3. To incorporate principles and mechanisms of Earth science phenomena.
4. To be composed of contents with a story line.

We suggest these and want to make arguments for expanding Earth science education.

Keywords: the next Course of Study, Basic Earth Science, questionnaire survey, education policy, principles and mechanisms of Earth science phenomena, story line