

皆さん、こんにちは。リード大学のルーカス カーマイケル田中と申します。本日は日米の高校レベルの公教育制度の^{きょうかかてい}教科課程を比べてみたいと思います。この発表を通して、理想的な教育制度はどのようなものか、考えてみることを目標です。

まず、日本の多くの学校は、^{がくねんせい}学年制で、生徒は^{がっこうがわ}学校側がそれぞれの学年で必要だと決めた^{たんい}単位を取るために授業をとりますね。いくつかの授業を自由に選べることもありますが、同級生は大体みんな同じスケジュールで勉強しています。教科書は国の^{けんてい}検定を受けた物がどの学校でも^{しやう}使用されているし、基本的な教育には住む所などで大きな差はないです。やはり生徒達に授業の選択の自由が少ないと能力が伸ばせないかもしれませんが、ほとんど皆平等に教育を受けられるのは大きな利点だと思います。

一方^{いっぽう}アメリカの高校は大学と^{たんいせい}単位制であるため、卒業に必須な単位さえ取れば、どの学年でその単位を取るかは自由です。もちろん卒業するための^{ぎむかてい}義務課程もあります。その卒業単位を取るための選択肢がいくらでもあります。例えば、それぞれの科目が上級と普通レベルに分けられていて、どのレベルに入るのかは生徒本人の選択になります。だから自分の能力を^{ためしたい}試したい一年生も一番上のAPやIBコースに入る事も出来ます。

しかし、教育平等に対する^{けってん}欠点もよく^{こうさつ}考察しなければいけません。私の出身校では上級レベルと普通レベルの授業の質が^{ひと}等しくなかったと思います。その授業の内容、^{きょうざい}教材、先生も違ったと言う上に、周りのクラスメートの質も変わります。やはり、ほとんどの生徒達が優等生である場合と、逆にほとんどの生徒達が勉強に集中しない生徒である場合とでは、^{がくしゅうかんきやう}学習環境に差が出るでしょう。米国は州や地方によっても教育制度に多くの差があります。それに、自分の経験からしても、同じ学校に^{かよ}通っても受けられる教育が^{ひと}等しくない場合も多いと思うんです。ただ、生徒の^{のうりよく}能力や^{かのうせい}可能性を伸ばせるのが、大きな利点です。

個人的に、日本の国民がみんな平等に教育を受けられる点と、米国で能力に合わせた授業を取れる点を、組み合わせたような教育が可能であれば理想的ではないかと思えます。だから米国も日本も教育制度を^{かいぜん}改善したいと考える時、お互いに目を向けると問題を考え直すヒントが^え得やすくなるのではないのでしょうか。

Hello Everyone! My name is Lucas Carmichael-Tanaka, and I am a student from Reed College. Today I would like to compare differences in public high school curriculum between Japan and the United States; the intent of this presentation is to explore the possibilities of what constitutes an ideal education system.

The majority of high schools in Japan run on a "school year" system; this means that the courses taken by students are largely dictated by their school year. While there is some choice provided by certain elective courses, most students who share a homeroom teacher will also share the same class schedule. The textbooks used in class are often dictated by the national government, and as a result, the core curriculum is the same (or very similar) regardless of where one lives or what school one attends. It should be noted that restricting student freedom in class selection may be restrictive on their educational growth; however, I believe that the national guarantee of equal education for everyone is a great thing.

Within America, high schools often operate on the same credit system as colleges and universities. Certain credits and competency in core subjects are required to graduate: however, students are provided with considerable freedom in when and how they wish to acquire these credits. For example, many classes are divided into normal and advanced variants, and students are allowed to decide which one they wish to sign up for. As a result, even first years are allowed to sign up for the most advanced AP and IB courses, if they have the ambition.

However, when considering an issue like equal opportunity in education, one must carefully consider possible downsides to any such system. Within my old high school, I personally believed that there was a significant difference in the quality of education received between advanced and non-advanced courses. Beyond differences in curriculum, educational materials, and even teachers, the quality of one's fellow classmates often changed. One can imagine how having a class full of honors students, or having a class full of students uninterested in studying, can significantly effect the learning environment. America is already a country with significant differences in education policy between different states and regions: My personal experience would suggest that such differences can even be found between students attending the same schools. Even so, allowing students the freedom to challenge themselves with more advanced courses is a very good thing.

In my personal opinion, if Japan's guarantee of equal education opportunity could somehow be combined with America's system of allowing students to challenge themselves, I believe such a system could approach a more idealized vision of education. Hopefully, these comments illustrate how, as we tackle the question of how to improve education domestically in Japan or the United States, turning to consider educational policy overseas might yield valuable lessons.