



# 東中通信

School's  
Educational Goal  
Act for your own  
and everyone's  
happiness

みのかも教育21  
FROM-0歳プラン  
～きびしく・やさしく・  
たくましく～

TEL(0574)25-3885 FAX(0574)25-3886 E-Mail : higashi-jhs@edu.forest.minokamo.gifu.jp

## 「What are exciting classes」 ?

### ■ I hope this leads to gaining “Strength” .

This year, with “exciting” as the keyword, we are making preparations for the big milestones of the Sports Day (*Danketsu-sai*), F-0 Evaluation Meeting, and Chorus festival. Currently, many classes have posted their discussions about “Exciting lessons”.

Lessons take up nearly 80% of school life. I want them to be “Exciting”. And I want that “Excitement” to lead to the acquisition of “Strength” that will be necessary in the future for the students.

In many classes, the topic of “Interaction between colleagues” was a hot topic, wasn't it? I also believe that the key point is how to promote this “Interaction”.

### ■ What we can learn from the results of the nationwide academic ability and learning situation survey.

We believe that the results of the survey taken by 3<sup>rd</sup> graders in April (6 graders took the survey in elementary school) show this point. Please look at the question written on the inside. This is a question that seems to be an issue not only at our school (but at many schools across the country). To put it more clearly, when questions are asked in this way, the pass rate (correct answer rate) drops drastically.

“Explain (complete the explanation).”

I can hear some people saying, “I can use LI●E, but I have to respond in writing, so of course it's difficult.” It's true that the ability to exchange information in short phrases is important. I don't deny that. The times are also changing at an unimaginable speed with the development of digital

## 「ワクワクする授業」って？

Principal Hideya Watanabe

校長 渡辺英哉

tools and AI, and we are already in a situation where we can use these to create new things.

That is why you need to develop the “ability” to use digital technology effectively, rather than being used by it. I believe that by developing the “ability” to listen to each other, communicate ideas, and solve problems, including what people want to be conveyed, their concerns, and even the subtle nuances of what they truly want, we will be able to use digital technology effectively.

### ■ “Interaction”→”Excitement” → “Power” ?

The above what is expected of you, the creators of the society of the future. That's why the tests and exams that you will be taking in the next few years are changing in style. (For the inner question, they go to the question of saying, “You don't actually need to find the number of hours”, and instead “explain” the way to find it (the way of thinking), rather than giving an “answer”).

I have written this, but I think you guys know better than anyone else the importance and meaning of “explanation”. After all, when you don't understand or can't do something during class, if you are only shown the answer or the result, you will probably just feel frustrated rather than excited.

I'm sure you all now understand what is important – excitement and interaction that leads to strength.

It's not the kind of time you can just chat with like-minded friends.



Excerpt from the 2024 National Academic Ability and Learning Status Survey  
Junior High School 3rd Grade "Mathematics"

令和6年度 全国学力・学習状況調査 中学校第3学年「数学」から抜粋

8 For Daiichi Junior High School's cultural festival, a large kerosene-fueled stove will be set up to heat the gymnasium where the festival is being held. On the day of the festival, the gymnasium will be used for six hours. Yui, a member of the festival's executive committee, will be planning the use of the stove, which will hold 18 liters of kerosene. The stove's instruction manual contains the following information:

第一中学校の文化祭では、会場の体育館を暖めるために、灯油を燃料とする大型のストーブを設置します。文化祭当日は、体育館を6時間使用します。文化祭の実行委員の結衣さんは、18Lの灯油が入ったストーブの使用計画を立てることになりました。ストーブの説明書には、次の情報が書かれています。

**Information of Instruction manual 説明書の情報**

Stove Settings ストーブの設定	High 強	Low 弱
Kerosene consumption per hour (L) 1時間あたりの灯油使用量 (L)	4.0	2.5

Yui decided to find a combination of "Strong" and "Weak" settings that would allow her to use the stove for six hours and use up exactly 18 liters of kerosene. To do this, she decided to examine the relationship between the amount of kerosene remaining when a stove containing 18 liters of kerosene was turned on both "high" and "low".

So, Yui assumed that she was using a stove where the amount of kerosene used per hour, as stated in the instruction manual, was always constant, and that the amount of kerosene remaining after  $x$  hours had passed since she started using it was  $y$  L. She expressed the relationship between  $x$  and  $y$  for the "High" and "Low" setting as  $y=18-4x$  and  $y=18-2.5x$ , respectively. Then, she re-expressed these two equations as  $y=-4x+18$  and  $y=-2.5x+18$ , respectively, and drew the graph below.

結衣さんは、ストーブを6時間使用して、18Lの灯油をちょうど使い切るように、「強」と「弱」の設定の組み合わせを考えることにしました。そのために、18Lの灯油が入ったストーブの「強」の場合と「弱」の場合について、ストーブの使用時間と灯油の残量の関係を調べることにしました。

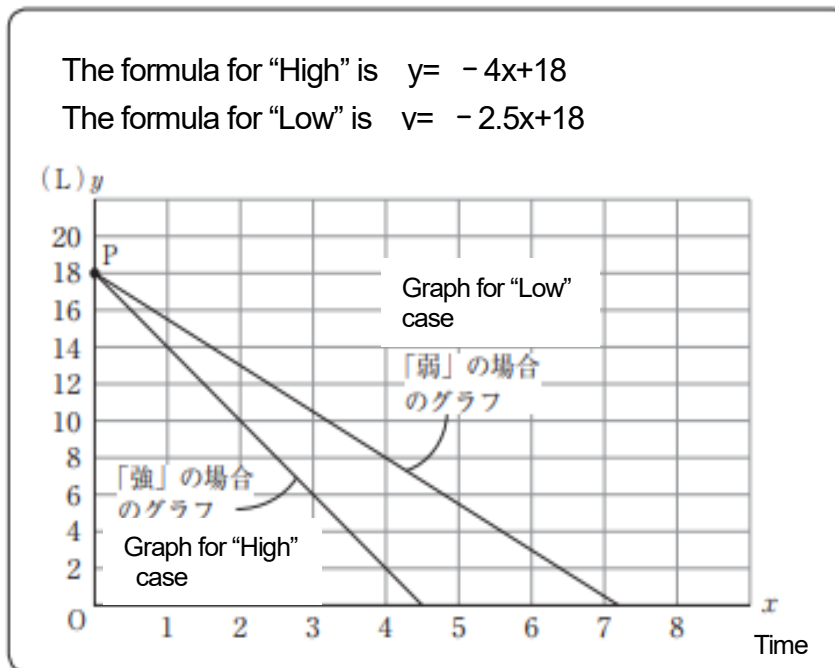
そこで、結衣さんは、説明書の情報の1時間あたりの灯油使用量は常に一定であるストーブを使用とし、始めてから $x$ 時間経過したときの灯油の残量を $y$  Lとして、「強」の場合と「弱」の場合の $x$ と $y$ の関係をそれぞれ $y=18-4x$ 、 $y=18-2.5x$ と表しました。そして、この2つの式をそれぞれ $y=-4x+18$ 、 $y=-2.5x+18$ と表し直し、次のようなグラフをかきました。

## Stove usage time and remaining kerosene

### ストーブの使用時間と灯油の残量

The formula for "High" is  $y = -4x + 18$

The formula for "Low" is  $y = -2.5x + 18$



Please answer each of the following questions (1) to (3). 次の(1)から(3)までの各問いに答えなさい。

- (1) The graphs showing the stove usage time and the remaining amount of kerosene when it is "High" and when it is "Low" intersect on the Y-axis at point P. What does the Y-coordinate value of point P represent? Choose the correct answer from ア to エ below.

ストーブの使用時間と灯油の残量の「強」の場合と「弱」の場合のグラフは、どちらも点Pでy軸で交わっています。点Pのy座標の値は、何を表していますか。下のアからエまでの中から正しいものを1つ選びなさい。

- ア How much kerosene is left when the stove is started to be use. ストーブを使用し始めるときの灯油の残量
- イ Time to start using the stove. ストーブを使用し始めるときの時間
- ウ Amount of kerosene used per hour by stove on "High" setting. 「強」の場合のストーブの1時間あたりの灯油使用量
- エ Amount of kerosene used per hour on stove at "Low" setting. 「弱」の場合のストーブの1時間あたりの灯油りょう使用量

- (2) Using the stove usage time table on the previous page and remaining amount of kerosene, consider approximately how many hours there will be difference in usage time between "High" and "Low" settings from the time you start using the stove until you have used up all 18 liters of kerosene. Choose either ア or イ below and explain how to use it to determine the approximate difference in time between using the stove on "High" and "Low" settings. You may choose either ア or イ to explain the time. You do not need to actually answer for the hours.

前ページのストーブの使用時間と灯油の残量から、ストーブを使用し始めてから18Lの灯油を使い切るまでの「強」の場合と「弱」の場合の使用時間の違いがおよそ何時間になるかを考えます。下のア、イのどちらかを選び、それを用いて「強」の場合と「弱」の場合のストーブの使用時間の違いがおよそ何時間になるかを求める方法を説明しなさい。ア、イのどちらを選んで説明してもかまいません。また、実際に何時間かを求める必要はありません。

- ア The formula for "High" setting case  $y = -4x + 18$  and the formula for "Low" setting case  $y = -2.5x + 18$

「強」の場合の式  $y = -4x + 18$  と「弱」の場合の式  $y = -2.5x + 18$

- イ Graph for "High" and Graph for "Low"

「強」の場合のグラフと「弱」の場合のグラフ

# October schedule



Date	Day	Event's schedule	end of meeting	Dismissal time	Club
1	火	Sports Day activities start (shortened curriculum till 15th) Public speech meeting	4:15	4:30	×
2	水	The 2nd Sports Day meeting	3:20	3:35	×
3	木	3rd grader Kamo district high school 1 day admission	3:20	3:35	×
4	金	2nd grader career talk	4:15	4:30	×
5	土				
6	日				
7	月		3:20	3:35	×
8	火		3:20	3:35	×
9	水		3:20	3:35	×
10	木	The 3rd Sports Day meeting	4:15	4:30	×
11	金	Closing ceremony for the first half semester (On-Line)	1:45	2:00	×
12	土				
13	日				
14	月	National holiday Sports Day			
15	火	Opening ceremony for the last half semester (gym)	3:05	3:20	×
16	水	Sports Day ( <i>Danketsu-sai</i> )	3:05	3:20	×
17	木	3rd grader Proficiency ( <i>Jitsuryoku</i> ) test	3:50	4:45	○
18	金	Sports Day (spare day)	3:50	4:45	○
19	土				
20	日				
21	月	Teachers training meeting	1:10	1:25	×
22	火	Educational Counseling ①	2:30	2:45 4:15	○
23	水	Educational Counseling ②	2:30	3:15	×
24	木	Educational Counseling ③ PTA executive committee	2:30	2:45 4:15	○
25	金	Educational Counseling ④	2:30	2:45 4:15	○
26	土				
27	日				
28	月		2:55	15:10	×
29	火	Growth measurement (Niji, 1st grader), 3rd grader Career Guidance Session	3:50	16:45	×
30	水	Growth measurement (Wakaba, 2nd Grader)	2:55	15:10	×
31	木	Growth measurement (Wakaba, 3rd graders), 2nd Grader Workplace Experience, 1st Grader Field Trip	3:50	16:05	×

## 東中生徒の活躍

中体連 可茂地区大会(卓球男子の部)

準優勝 古田 僚

※大会結果に漏れがあり申し訳ございませんでした。

夏休み中のチャレンジ課題への挑戦が多く見られました。その中で外部での受賞等を含めて活躍した生徒を紹介します。

■美濃加茂市社会科作品展・科学作品展

【社会科作品】

銀賞 田口 結菜 (2年)

■2024 みのかも発明くふう展

入選 堤 貴広 (3年)

■美濃加茂市読書感想文コンクール

課題図書 特選 平出 結大 (1年)

### 【To all parents/guardians】

#### Transfer of tuition transfer services to Japan Post Bank (*Yuucho Ginko*) and preparation of accounts

Following Tono Shinyoukinko Bank's withdrawal from the tuition fee transfer business, all tuition fee transfer operations will be transferred to Japan Post Bank (*Yuucho Ginko*) from next year. The event will be held simultaneously at all elementary and junior high schools in the Higashi Junior High School district (excluding Yamate Elementary School, which uses Japan Post Bank (*Yuucho Ginko*)).

We will provide you with detailed information on the procedures to be followed around December, but if you do not have a Japan Post Bank (*Yuucho Ginko*) account, opening an account before we provide you with the information will make the subsequent procedures go more smoothly.

※ The account name should be either the parent's name or the student's name.

### 【Minokamo city and Kamo county Educational Research Association】

Date 日時: October 21<sup>st</sup> (Mon) 10月21日 (月)

Target classes 対象学級: 1-1 Technology 技術

3-2 Japanese 国語

The target classes will be dismissed at 3:00pm

All other classes will be dismissed at 1:25pm.

To all the students of the targeted classes, good luck with your open classes.

### 【F-0 publication meeting 公表会について】

On November 6<sup>th</sup>, we will hold a city presentation to show the results of daily learning to education professionals from inside and outside the city. On November 12<sup>th</sup>, we will also hold a class observation and educational lecture, which we hope parents will also attend. If you would like to attend, please apply using the 2D code below.

※Applications can be made from October 4<sup>th</sup>.

※Due to parking limitations, the number of attendees is limited to 300, including educators. Please note that.



### 【Main Events in November 11月の主な予定】

- ◆ 1st Workplace Experience(2nd Grade) 職場体験学習 (2年)
- ◆ 6th F-0 publication meeting 公表会
- ◆ 12th PTA Class Observation / Lectures 授業参観・講演会
- ◆ 28<sup>th</sup> to Dec.4<sup>th</sup> Guardian-Student-Teacher meeting