

# **Southern Regional High School District Course of Study**

Department World Languages Course # 5310

**Course Title:** Japanese One  
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## **Essential Question of the Course:**

How do I use the Japanese spoken and written language in a culturally appropriate way to function well in a Japanese social/corporate environment?

## **Assessments:**

- 1) Quizzes and tests (written, oral)
- 2) Graded Homework
- 3) Translation Projects
- 4) Formative and Summative assessment tasks in the three modes of communication: interpretive, interpersonal, and presentational

## **Unit of Study**

**Unit Title: Unit 1: Welcome to Japan**

### **Essential Questions of the Unit:**

1. How does one travel to Japan? What is required?
2. Identifying things: What is the “copula” and how is it used?
3. How do we identify items in Japanese?
4. How do we use demonstratives; “this thing,” “that thing,” “that thing over there,” “which thing “?”
5. How do we pose and respond to questions?
6. How do we ask someone to do something? How do we comply, stall, or refuse?
7. How do we read and write the hiragana phonetic script?

### **Assessments:**

1. Quizzes and tests (written, oral)
2. Graded Homework
3. Translation Projects
4. Paired-dialogues
5. Formative and summative assessment tasks in the three modes of communication: interpretive, interpersonal, and presentational

## **Content:**

- 1) The phonetics of Japanese
- 2) The “copula” and its negation, present/future and past tenses
- 3) “Nan/nani” for “what”
- 4) Useful Expressions #1
- 5) Particle “ka” for questions
- 6) Particle “yo” for exclamation
- 7) Particle “ne” for tag question
- 8) Use of the possessive particle "no"
- 9) Use of "no" for noun to noun modification
- 10) Choice questions: Is it A or B?
- 11) Major islands & cities of Japan
- 12) Reading and writing the hiragana phonetic syllabary
- 13) How to add voicing to hiragana
- 14) How to double vowels and consonants in hiragana
- 15) Demonstrative pronouns: “kore, sore, are, dore”
- 16) Making basic requests
- 17) Text lesson 1 vocabulary
  - Travel vocabulary
  - Greetings and salutations
  - Courtesy Expressions
  - Interrogatives
  - Objects of the room

**Skills:**

1. Complete communicative tasks involving thematic vocabulary
2. Recognize the 3 writing systems of Japanese
3. Read/Write the hiragana, a thru ma, with doubling and voicing
4. Identify the major islands & cities of Japan
5. Use the copula to identify things
6. Ask and respond to questions
7. Recognize and correctly pronounce the 46 basic Japanese syllables
8. Use and respond to greetings, salutations, and expressions of courtesy
9. Use the demonstrative pronouns and adjectives
10. Use the particle “no” for noun-to-noun modification
11. Make basic requests

**Purpose / Rational of the unit:**

- 1) Students must learn to hear and pronounce the Japanese syllables
- 2) Students must learn to use a non-Roman writing system
- 3) Students must learn basic use of the copula (resembles English “to be”)
- 4) Students will learn how to greet and take-leave of people
- 5) Students will learn to use culturally appropriate expressions of courtesy

## **New Jersey Core Curriculum Content Standards:**

- 7.1 Communication: Students will be able to communicate in at least one world language in addition to English.
- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

## **Time Frame of Unit:**

Marking Period One

## **Instructional Activities:**

1. Practice in recognizing and writing the hiragana phonetic syllabary.
2. Practice in using greetings and other useful expressions appropriate to the time of day, situation.
3. Listening comprehension exercises.
4. Introduction of and practice with classroom vocabulary.
5. Sentence construction practice using textbook/teacher created exercises.
6. Discussions of Japanese culture/society to illustrate the sociolinguistics of the language.
7. Learn and discuss the geography of Japan and the major islands that comprise the country.
8. Learn about and discuss major cities in Japan.

## **Materials and Resources:**

Textbook: Japanese for Everyone  
Workbook for Japanese for Everyone  
Audio tapes for Japanese for Everyone  
Realia: Japanese magazines, etc.  
Teacher-made worksheets  
Instructional videos  
Materials from various other textbooks

## **Unit of Study**

**Unit Title: Unit 2: Places and Related Activities in Japan...  
Shopping in Japan...**

### **Essential Questions of the Unit:**

1. How do we modify nouns (1): With the possessive marker “no.”
2. How do we ask “whose?” “what?” “where?”
3. How do we modify nouns (2): with demonstrative adjectives; “this noun,” “that noun,” “that noun over there,” “which noun?”
4. What is the distinction, in Japanese grammar, between a “topic” and a “subject?”
5. How do we modify nouns (3) with adjectives?
6. What are the two types of Japanese adjectives?
7. What expressions do we use when we meet someone for the first time?
8. How do we express/ask about the existence of nouns? The location of people, places, and things?

### **Assessments:**

1. Quizzes and tests (written, oral)
2. Graded Homework
3. Paired-dialogues
4. Translation Projects
5. Formative and Summative assessment tasks in the three modes of communication: interpretive, interpersonal, and presentational
6. Drawing scenes based on spoken descriptions.

## Content:

1. Text lesson 2 vocabulary
  - Introductions
  - Banks
  - Stores
  - Shopping
  - Post Office
  - Hospital
2. Making requests
3. Introductions
4. The possessive marker “no” and its uses in noun modification.
5. Use of the possessive marker “no” with question words.
6. Demonstrative adjectives to indicate “this noun,” “that noun [near the listener],” “that noun [over there],” and “which noun?”
7. The topic marker “wa” vs. the subject marker “ga.”
8. The two types adjectives: “i” adjectives and “na” adjectives.
9. The prenominal use and the predicate use of adjectives.
10. Expressions used for first meetings.
11. Inflecting "i" adjectives for negation.
12. Locating people, places, and things
12. Use of the two existence verbs: “imasu” and “arimasu” for animate and inanimate things.
13. Location words (over, behind, inside, etc.) with existence verbs.
14. Further practice reading and writing hiragana.

### **Skills:**

1. Complete communicative tasks involving thematic vocabulary (Text-Lesson 2).
2. Use the possessive marker “no” in noun modification.
3. Use the possessive marker “no” with question words.
4. Use the demonstrative adjectives to indicate “this noun,” “that noun [near the listener],” “that noun [over there],” and “which noun?”
5. Distinguish the topic marker “wa” vs. the subject marker “ga.”
6. Use the two types adjectives: “i” adjectives and “na” adjectives.
7. Distinguish the prenominal use and the predicate use of adjectives.
8. Inflect “i” adjectives for negation.
9. Use the expressions for first meetings/introductions.
10. Use the two existence verbs, “imasu” and “arimasu,” for animate and inanimate things.
11. Use location words (over, behind, inside, etc.) with existence verbs.

### **Purpose / Rational of the unit:**

- 1) Students must learn various ways to modify nouns, including with other nouns and adjectives.
- 2) Students must learn to meet someone appropriately for the first time.
- 3) Students must learn to express/ask about the existence and location of things.

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- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

## **Time Frame of Unit:**

Marking Period Two

### **Instructional Activities:**

1. Further practice in recognizing and writing the hiragana phonetic syllabary.
2. Listening comprehension exercises.
3. Introduction of and practice with Lesson 2 vocabulary.
4. Paired dialogues
5. Location of people, places, and things (prepositions-next to, on, at, in, etc.)
6. Sentence construction practice using textbook/teacher created exercises.
7. Discussions of Japanese culture/society to illustrate the sociolinguistics of the language.

### **Materials and Resources:**

Textbook: Japanese for Everyone  
Workbook for Japanese for Everyone  
Audio tapes for Japanese for Everyone  
Realia: Japanese magazines, etc.  
Teacher-made worksheets  
Instructional videos  
Materials from various other textbooks

## **Unit of Study**

**Unit Title: Unit 3: Travel in Japan**

### **Essential Questions of the Unit:**

1. How do we describe the various parts of the day?
2. How do we qualify statements with the conjunction “ga” for “but?”
3. How do we modify adjectives with “very” and “not very?”
4. How do we use Japanese verbs in the polite form (1)? Present/future tense, negative & positive?
5. How do we travel in Japan?
6. How do we use numbers in Japanese to express prices, etc.?
7. How do we tell/ask about time?
8. How do we count hours and minutes?
8. How do we make suggestions?
9. How do we read and write the katakana phonetic script?

### **Assessments:**

- 1) Quizzes (written, oral)
- 2) Graded Homework
- 3) Formative and Summative assessment tasks in the three modes of communication: interpretive, interpersonal, and presentational
- 4) Brief compositions
- 6) Paired-dialogues
- 7) Graded readings

## **Content:**

- 1) Text lesson 3 vocabulary
  - Travel by train and car
  - Daily routines
  - Future actions
- 2) Vocabulary for parts of the day.
- 3) Use of the conjunction “ga” for “but.”
- 4) Use of the qualifiers “totemo” and “amari.”
- 5) Numerals
- 6) Telling time: hours, minutes.
- 7) Counting hours and minutes.
- 8) The “~mashoo” verb suffix for suggesting actions.
- 9) The katakana phonetic script.

**Skills:**

- 1) Use the lesson 3 vocabulary in appropriate sentences.
- 2) Use the vocabulary for parts of the day.
- 3) Use the conjunction “ga” for “but.”
- 4) Use the qualifiers “totemo” and “amari.”
- 5) Use cardinal numerals.
- 6) Be able to tell and ask the time, including a.m. and p.m.
- 7) Count hours and minutes.
- 8) Suggest doing some activity using “~mashoo” with familiar verbs.
- 9) Read/write the katakana phonetic script.

**Purpose / Rational of the unit:**

- 1) Students must learn to use numbers and time vocabulary.
- 2) Students must learn to make suggestions of activities.
- 3) Students must learn to read and write the katakana script.

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- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

## **Time Frame of Unit:**

Marking Period Three

### **Instructional Activities:**

1. Further practice in recognizing and writing the hiragana phonetic syllabary.
2. Listening comprehension exercises.
3. Introduction of and practice with Lesson 3 vocabulary.
4. Sentence construction practice using textbook/teacher created exercises.
5. Discussions of Japanese culture/society to illustrate the sociolinguistics of the language.
6. Practice in recognizing and writing the katakana phonetic syllabary.

### **Materials and Resources:**

Textbook: Japanese for Everyone  
Workbook for Japanese for Everyone  
Audio tapes for Japanese for Everyone  
Realia: Japanese magazines, etc.  
Teacher-made worksheets  
Instructional videos  
Materials from various other textbooks

## **Unit of Study**

**Unit Title: Unit 4: How do we/did we spend our time? Where do/did we go and what do/did we usually do?**

### **Essential Questions of the Unit:**

1. How do we describe past states and conditions: polite verbs and “i” adjectives?
2. How do we describe ongoing actions: the progressive tense?
3. How do we list more than object?
4. How do we express likes and dislikes?
5. How do we offer advice?
6. How we read and write the katakana script?
7. How do we read and write kanji?

### **Assessments:**

- 1) Quizzes (written, oral)
- 2) Graded Homework
- 3) Formative and Summative Assessments in the interpretive, interpersonal and presentational modes of communication
- 4) Brief compositions
- 5) Paired-dialogues
- 6) Graded readings

## Content:

- 1) Text lesson 4 vocabulary
  - Hotel
  - Restaurant
  - Foods
- 2) Vocabulary for past states and conditions.
- 3) Past polite verbs: negative and positive.
- 4) The “~te” form: the progressive tense.
- 5) Particles “mo” and “to” for “also, too” and “and.”
- 6) “Suki” and “kirai” for likes and dislikes.
- 7) “~ta hoo ga ii desu” for giving advice.
- 8) More kanji.

**Skills:**

- 1) Use the lesson 4 vocabulary in appropriate sentences.
- 2) Use the vocabulary for past states and conditions.
- 3) Use past polite verbs: negative and positive.
- 4) Use the “~te” form: the progressive tense.
- 5) Use the particles “mo” and “to” for “also, too” and “and.”
- 6) Use “suki” and “kirai” for likes and dislikes.
- 7) Use “~ta hoo ga ii desu” for giving advice.

**Purpose / Rational of the unit:**

- 1) Students must learn to discuss past events.
- 2) Students must learn to discuss ongoing actions.
- 3) Students must learn to express/ask about likes and dislikes.
- 4) Students must learn to offer advice.

## **New Jersey Core Curriculum Content Standards:**

- 7.1 Communication: Students will be able to communicate in at least one world language in addition to English.
- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

## **Time Frame of Unit:**

Marking Period Four

### **Instructional Activities:**

1. Further practice in recognizing and writing the hiragana and katakana phonetic syllabaries.
2. Further practice in recognizing and writing the kanji.
3. Listening comprehension exercises.
4. Introduction of and practice with Lesson 4 vocabulary.
5. Sentence construction practice using textbook/teacher created exercises.
6. Discussions of Japanese culture/society to illustrate the sociolinguistics of the language.

### **Materials and Resources:**

Textbook: Japanese for Everyone  
Workbook for Japanese for Everyone  
Audio tapes for Japanese for Everyone  
Realia: Japanese magazines, etc.  
Teacher-made worksheets  
Instructional videos  
Materials from various other textbooks