

Southern Regional High School District Course of Study

Department World Languages Course # 5310

Course Title: Japanese Two

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 (written, oral)
- 2) Graded Homework
- 3) Translation Projects
- 4) Graded Readings
- 5) Formative and summative assessment tasks in the three modes of Communication: interpretive, interpersonal, and presentational

Unit of Study 1

Unit Title: Review Unit –How Do We Communicate Effectively in a Variety of Time Frames in Japanese?

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. Brief compositions
4. Dialogues
5. Graded readings
6. Formative and summative assessment tasks in the three modes of communication: interpretive, interpersonal, and presentational

Content:

- 1) Extensive review of Japanese One material
- 2) Text lesson 4 vocabulary
 - Hotel
 - Foods
 - Restaurants
- 3) Vocabulary for past states and conditions.
- 4) Past polite verbs: negative and positive.
- 5) The “~te” form: the progressive tense.
- 6) Particles “mo” and “to” for “also, too” and “and.”
- 7) “Suki” and “kirai” for likes and dislikes.
- 8) “~ta hoo ga ii desu” for giving advice.
- 9) Continued practice reading and writing hiragana, katakana.
- 10) 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 have firm grasp of Japanese One material.
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.
5. Students must learn to discuss past events.

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:

Twenty weeks

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. Review of and practice of familiar vocabulary and grammatical structures.
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
Textbook: Basic Kanji Book, Vol. One
Realia: Japanese magazines, etc.
Teacher-made worksheets
Instructional videos
Materials from various other textbooks

Unit of Study 2

Unit Title: Lesson 5- A Typical Day in Japan

Essential Questions of the Unit:

1. How do we ask for and give telephone numbers?
2. How do we use counters, both generic and specific, and how do we use them for ordering a specific number of things?
3. How do we indicate the months and the days of the month?
4. How do we tell what we want to do? Not want to do?
5. How do we use the “plain” forms of Japanese verbs, adjectives, and the copula?
6. How do we ask “why?” and How do we give reasons?

Assessments:

1. Quizzes (written, oral)
2. Graded Homework
3. Brief compositions
4. Dialogues
5. Graded readings
6. Formative and summative assessments in the three modes of communication: interpretive, interpersonal, and presentational

Content:

1. Text lesson 5 vocabulary.
 - Foods and Restaurants cont'd.
 - Telephone numbers
 - Making international phone calls
 - Numbers for counting objects
 - Days of the week
 - Months of the year
 - Time expressions-past, present, and future
 - Adjectives
2. Counters: For people; generic and specific to shape of object.
3. Using counters to order things in restaurants, etc.
4. Vocabulary for the months and days of the month.
5. Vocabulary for relative times, e.g., last month, the week before last.
6. Making the desiderative form of verbs: "I want to [verb]," "don't want to...", "wanted to..." and "didn't want to..."
7. The "plain" or "dictionary" forms of Japanese verbs, adjectives and the copula. How to use them in present, past, and negative forms.
8. Asking "why?" Stating reasons and results.
9. More kanji.

Skills:

1. Use the lesson 5 vocabulary in appropriate sentences.
2. Use the vocabulary for phone numbers.
3. Use generic and specific counters for people and various objects.
4. Use the vocabulary for the months and days of the month.
5. Use the vocabulary for relative times.
6. Use the “~tai” form of verbs to indicate what one wants to do.
7. Use the “plain” forms of verbs, adjectives and the copula.
8. Use “doo shite” and “naze” to ask “why?”
9. Use “...kara” and “...no de” to indicate reasons.

Purpose / Rational of the unit:

- 1) Students must learn to ask for and give telephone numbers.
- 2) Students must learn to use counters for objects and people.
- 3) Students must learn to indicate the months and days of the month.
- 4) Students must learn to indicate relative times.
- 5) Students must learn to indicate what they want to do, ask what others want to do.
- 6) Students must learn to use the plain forms of Japanese verbs, adjectives and the copula.
- 7) Students must learn to ask for and give reasons.

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:

Ten weeks

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 5 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
Textbook: Basic Kanji Book, Volume One
Realia: Japanese magazines, etc.
Teacher-made worksheets
Instructional videos
Materials from various other textbooks

Unit of Study 3

Unit Title: Lesson 6- How Much is It? ...Shopping in Japan

Essential Questions of the Unit:

5. How do we use “..no desu” or “..n desu” for explanation or justification?
6. How do we use “..de mo,” “..keredomo,” and “shikashi..” to mean “however”?
7. How do we indicate contrastive statements using the topic particle “wa”?
8. How do we juxtapose two or more actions, qualities using the “~te” form of verbs, adjectives?
- 5) How do we use the pronoun form of “no”?
- 6) How do we express the difference between a preference and an acquiescence?
- 7) Shopping: How do we discuss prices, ask to see something else, agree or decline to buy?

Assessments:

1. Quizzes (written, oral)
2. Graded Homework
3. Brief compositions
4. Dialogues
5. Graded readings
6. Formative and summative assessments in the three modes of communication: interpretive, interpersonal, and presentational

Content:

1. Text lesson 6 vocabulary:
 - Shopping expressions
 - Department stores
 - Money
 - Prices...Counting cont'd.
 - Possessive adjectives
 - Descriptive adjectives
2. Offering explanation or justification using “~n desu.”
3. Qualifying statements using “however.”
4. Contrastive use of the topic particle “wa.”
5. Listing two or more actions, qualities, etc., using the “~te” form.
6. The pronominal use of “no.”
7. “That will be all right” vs. “I prefer that one.”
8. Shopping: Asking and telling prices; asking to see something else; deciding on something; deciding not to buy.
9. More kanji.

Skills:

1. Use the lesson 6 vocabulary in appropriate sentences.
2. Use “..no desu” or “..n desu” for explanation or justification.
3. Use “..de mo,” “..keredomo,” and “shikashi..” to mean “however.”
4. Indicate contrastive statements using the topic particle “wa”
5. Juxtapose two or more actions, qualities using the “~te” form of verbs, adjectives.
6. Use the pronoun form of “no”.
7. Express the difference between a preference and an acquiescence.
8. Shopping: Ask and tell prices; ask to see something else; decide on something; decide not to buy.

Purpose / Rational of the unit:

- 1) Students must learn to use the lesson 6 vocabulary in appropriate sentences.
- 2) Students must learn to use “..no desu” or “..n desu” for explanation or justification.
- 3) Students must learn to use “..de mo,” “..keredomo,” and “shikashi..” to mean “however.”
- 4) Students must learn to indicate contrastive statements using the topic particle “wa.”
- 5) Students must learn to juxtapose two or more actions, qualities using the “~te” form of verbs, adjectives.
- 6) Students must learn to use the pronoun form of “no.”
- 7) Students must learn to express the difference between a preference and an acquiescence.
- 8) Shopping: Students must learn to ask and tell prices; ask to see something else; decide on something; decide not to buy.

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Time Frame of Unit:

Ten weeks

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.
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