

Southern Regional High School District

Course of Study

Department World Languages Course Number: 5330

Course Title: Japanese Three
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Essential Questions 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: Lesson 7- Daily Life in Japan Cont'd.

Essential Questions of the Unit:

1. How do we express a situation continuing until a certain time?
2. How do we ask or tell about a past experience; "Have you ever?"
3. How do we state a plan or intention to do something?
4. How do we order events in time?
5. How do we indicate degrees of certainty?
6. What is required of an alien to live in Japan?
7. How do we describe and discuss the weather?

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

Content:

1. Extensive review of Japanese One and Two materials
2. How do we express a situation continuing until a certain time?
3. How do we ask or tell about a past experience; "Have you ever?"
4. How do we state a plan or intention to do something?
5. How do we order events in time?
6. How do we indicate degrees of certainty?
7. How do we describe and discuss the weather?
8. How does one complete the requirements for residency in Japan as an alien?

Skills:

1. Use “~made” to express a situation continuing until a certain time.
2. Use “~ta koto ga aru” to ask or tell about a past experience; “Have you ever?”
3. Use “tsumori” to state a plan or intention to do something.
4. Use “[verb~te] kara,” “sore kara.” “soshite” to order events in time.
5. Use “...deshoo” with “kitto,” “osoraku,” and “tabun” to indicate degrees of certainty.
6. Describe and discuss the weather

Purpose / Rational of the unit:

1. Students must learn to use “~made” to express a situation continuing until a certain time.
2. Students must learn to use “~ta koto ga aru” to ask or tell about a past experience; “Have you ever?”
3. Students must learn to use “tsumori” to state a plan or intention to do something.
4. Students must learn to use “[verb~te] kara,” “sore kara.” “soshite” to order events in time.
5. Students must learn to use “...deshoo” with “kitto,” “osoraku,” and “tabun” to indicate degrees of certainty.

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. Introduction of and practice with Lesson 7 vocabulary:
 - Government Offices and Buildings (Ward Office)
 - Legal Documents for Registration
 - Past perfect tense for narration in past
 - Time of Day (Reinforced)
 - Weather Expressions
5. Sentence construction practice using textbook/teacher created exercises.
6. Situational role-plays using picture prompts
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
Textbook: Basic Kanji Book, Volume One
Realia: Japanese magazines, etc.
Teacher-made worksheets
Instructional videos
Materials from various other textbooks

Unit of Study 2

Unit Title: Lesson 8- Travel in Japan

Essential Questions of the Unit:

1. How do we modify nouns using entire clauses (relative clauses)?
2. How do we use the “~te” form of verbs, adjectives to give a reason or explanation?
3. How do we indicate two actions being done simultaneously?
4. How do we count larger units of time: years, months, weeks and days?
5. How do we use “mo” to emphasize numbers and quantities?
6. How do we list objects to indicate “etc.”?
7. How do we ask and make comparisons; e.g., A is ----er than B?
8. How do we express *degrees* of comparison?
9. How do we ask and express opinions?
10. How do we use “to” to quote speech, thoughts, writing, etc.
11. How do we travel in Japan?
12. How do we express dates including, day, month, and year?
13. What holidays and festivals are traditionally celebrated in Japan? Why?

Assessments:

1. Quizzes (written, oral)
2. Graded Homework
3. Translation Projects
4. Graded Readings
5. Compare and contrast traditional celebrations in Japan and the USA.
6. Formative and summative assessment tasks in the three modes of communication: interpretive, interpersonal, and presentational

Content:

1. How do we modify nouns using entire clauses (relative clauses)?
2. How do we use the “~te” form of verbs, adjectives to give a reason or explanation?
3. How do we indicate two actions being done simultaneously?
4. How do we count larger units of time: years, months, weeks and days?
5. How do we use “mo” to emphasize numbers and quantities?
6. How do we list objects to indicate “etc.”?
7. How do we ask and make comparisons; e.g., A is ----er than B?
8. How do we express *degrees* of comparison?
9. How do we ask and express opinions?
10. How do we use “to” to quote speech, thoughts, writing, etc.?
11. What holidays are traditionally celebrated in Japan? Why?
12. What festivals are celebrated?
13. How do they compare to holidays in the United States?
14. Vocabulary for Lesson 8:
 - Modes of Transportation
 - Dates
 - Counting Units of Time
 - Expressions of Comparison
 - Expressions of Degree
 - Holidays and Festivals in Japan

Skills:

1. Use relative clauses to modify nouns.
2. Use the “~te” form of verbs, adjectives to give a reason or explanation.
3. Use “~nagara” to indicate two actions being done simultaneously.
4. Count larger units of time: years, months, weeks and days.
5. Use “mo” to emphasize numbers and quantities.
6. Use “ya,” “to ka,” and “nado” listing objects to indicate “etc.”
7. Use ask and make comparisons; e.g., A is ----er than B.
8. Use “zutto,” “sukoshi,” “chotto,” etc., to express *degrees* of comparison.
9. Use “omoimasu” to ask and express opinions.
10. Use “to” to quote speech, thoughts, writing, etc.
11. State complete dates in Japanese including the day, month, and year.

Purpose / Rational of the unit:

1. Students must learn use relative clauses to modify nouns.
2. Students must learn to use the “~te” form of verbs, adjectives to give a reason or explanation.
3. Students must learn to use “~nagara” to indicate two actions being done simultaneously.
4. Students must learn to count larger units of time: years, months, weeks and days.
5. Students must learn to use “mo” to emphasize numbers and quantities.
6. Students must learn to list objects to indicate “etc.”
7. Students must learn to ask and make comparisons.
8. Students must learn to express *degrees* of comparison.
9. Students must learn to ask and express opinions.
10. Students must learn to quote speech, thoughts, writing, etc.
11. Students will learn about the holidays and festivals which are valued in the Japanese culture.
12. Students will compare what Japanese and Americans traditionally celebrate and how they do so.

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 8 vocabulary.
5. Sentence construction practice using textbook/teacher created exercises.
6. Situational role-plays
7. Discussions of Japanese culture/society to illustrate the sociolinguistics of the language.
8. Discuss and compare and contrast traditional holidays and festivals in Japan and the United States

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 9- The Family in Japan

Essential Questions of the Unit:

1. How do we speak of one thing/state becoming/turning into another?
2. How do we describe the present state (present perfect tense)?
3. How do we use “no” to make gerunds?
4. How do we list more than one object using A”mo”...B”mo”?
5. How do we speak of family members, our own and others’, using honorific and humble terms?
6. How do we use the various verbs for giving and receiving, honorific and humble?
7. How does the Japanese family compare to the American family?

Assessments:

1. Quizzes (written, oral)
2. Graded Homework
3. Translation Projects
4. Simulated Role Play
5. Speaking Assessments (Fluency, Pronunciation, Accuracy)
6. Formative and summative assessments in the three modes of communication: interpretive, interpersonal, and presentational

Content:

- 1) How do we speak of one thing/state becoming/turning into another?
- 2) How do we describe the present state (present perfect tense)?
- 3) How do we use “no” to make gerunds?
- 4) How do we list more than one object using A”mo”...B”mo”?
- 5) How do we speak of family members, our own and others’, using honorific and humble terms?
- 6) How do we use the various verbs for giving and receiving, honorific and humble?

Skills:

1. Use the verb “naru” to speak of one thing/state becoming/turning into another.
2. Use the “~te iru” form to describe the present state (present perfect tense).
3. Use “no” to make gerunds.
4. List more than one object using A”mo”...B”mo.”
5. Speak of family members, our own and others’, using honorific and humble terms.
6. Use the various verbs for giving and receiving, honorific and humble.

Purpose / Rational of the unit:

1. Students must use the verb “naru” speak of one thing/state becoming/turning into another.
2. Students must use the “~te iru” form to describe the present state (present perfect tense).
3. Students must use “no” to make gerunds.
4. Students must list more than one object using A”mo”...B”mo”.
5. Students must speak of family members, our own and others’, using honorific and humble terms.
6. Students must use the various verbs for giving and receiving, honorific and humble.

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 9 vocabulary.
5. Sentence construction practice using textbook/teacher created exercises.
6. Discussions of Japanese culture/society to illustrate the sociolinguistics of the language.
7. Compare and contrast the role of the family in Japanese and American societies.

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