

Southern Regional High School District

Course of Study

Department World Languages Course Number: 5340 _____

Course Title: Japanese IV Honors
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Essential Questions of the Course:

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

Assessments:

1. Quizzes (written, oral) (Interpretive and Presentational)
2. Graded Homework (Interpretive and Presentational)
3. Verbal Q & A (Interpretive, Interpersonal, and Presentational)
4. Learning/Assessment Tasks (Interpretive, Interpersonal, and Presentational)
5. Brief compositions (Presentational)
6. Dialogues (Interpretive, Interpersonal, and Presentational)
7. Situational Role-Plays (Interpretive, Interpersonal, and Presentational)
8. Graded readings (Interpretive and Presentational)
9. Interpersonal and Presentational communication via the internet with students of Sosa, the sister school in Japan.

Unit of Study 1

Unit 1 Title: How Do We Interact Socially When Visiting
A Japanese Home? (Lesson 10)

Essential Questions of the Unit:

1. What are the polite expressions of courtesy for visiting someone's home?
2. How do we offer to do something for someone?
3. How do we use the transitive/intransitive verb pairs of Japanese?
4. How do we describe the present state: "...is open" vs. "...has been opened"?
5. How do we express "already" vs. "not yet"?
6. How do we express doing something thoroughly, completely?
7. How do we express turning A into B?

Assessments:

1. Quizzes (written, oral) (Interpretive and Presentational)
2. Graded Homework (Interpretive and Presentational)
3. Verbal Q & A (Interpretive, Interpersonal, and Presentational)
4. Learning/Assessment Tasks (Interpretive, Interpersonal, and Presentational)
5. Brief compositions (Presentational)
6. Dialogues (Interpretive, Interpersonal, and Presentational)
7. Situational Role-Plays (Interpretive, Interpersonal, and Presentational)
8. Graded readings (Interpretive and Presentational)
9. Interpersonal and Presentational communication via the internet with students of Sosa, the sister school in Japan.
10. PowerPoint Presentations (Presentational)

Content:

1. Extensive review of Japanese I, II and III curriculum.
2. What are the customs and expressions of courtesy for visiting someone's home?
3. How do we communicate with students/families in Japan in a socially appropriate way?
4. How do we offer to do something for someone?
5. How do we use the transitive/intransitive verb pairs of Japanese?
6. How do we describe the present state: "...is open" vs. "...has been opened"?
7. How do we express "already" vs. "not yet"?
8. How do we express doing something thoroughly, completely?
9. How do we express turning A into B?

Skills:

1. Use the correct customs and expressions for visiting someone's home.
2. Communicate and interact effectively in a social situation appropriately reflecting the perspectives and practices of the target culture.
3. Use the "verb+mashoo ka" form for offering to do something.
4. Use the common transitive/intransitive verbs pairs.
5. Distinguish between "...has been [verb]ed" using "~te aru" and "is [verb]ed" using "~te iru."
6. Use "moo+past verb" for already [verb]ed, and "mada +negative verb" for "haven't [verb]ed yet."
7. Use "verb~te shimau" to express doing that verb completely, thoroughly.
8. Use a noun or adjective + ni suru/shimasu" to express turning/making A into B.

Purpose / Rational of the Unit:

Students will learn the vocabulary expressions required for culturally appropriate social interaction.

Students will learn about the perspectives and practices related to culturally appropriate social interaction in Japan.

Students will demonstrate the knowledge and understanding by interacting with each other in a socially appropriate way.

Students will narrate in a variety of time frames.

New Jersey Core Curriculum Content Standards:

World Languages

- 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).

Technological Literacy

8.1.12 A. Basic Computer Skills and Tools

- 5. Produce a multimedia project using text, graphics, moving images, and sound

8.1.12 B. Application of Productivity Tools

Social Aspects

- 4. Use appropriate language when communicating with diverse audiences using computer and information literacy

Information Access and Research

- 8. Compose, send, and organize e-mail messages with and without attachments

Problem-Solving and Decision Making

- 12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

Career Education and Consumer, Family, and Life Skills

9.1.12 B. Employability Skills

- 2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. (in target language/culture)

9.2.12 B. Self-Management

- 2. Apply project planning and management skills in academic and/or occupational settings.

Time Frame of Unit:

Twenty weeks

Instructional Activities:

1. Further practice in reading and writing all the hiragana, katakana and kanji learned thus far.
2. Listening comprehension exercises.
3. Introduction of and practice with Lesson 10 vocabulary.
4. Sentence and paragraph construction practice using textbook/teacher created exercises.
5. Role-plays
6. Exchange of cards and correspondence in Japanese with students in our sister school.
7. Readings and discussions on Japanese culture/history/society.

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
Technology-Internet

Unit of Study 2

Unit Title: Introductions and Communicating on the Phone
(Lesson 11)

Essential Questions of the Unit:

1. What are the common expressions and protocol for meeting people and exchanging business cards?
2. What are the common expressions and protocol for speaking on the telephone?
3. How do we express the idea of so many “of each” of something?
4. How do we express the idea of doing something as advance preparation?
5. How do we use the “~te form” of verbs to express the manner in which an action is done?
6. How do we express the idea of an action to be completed by a certain time?

Assessments:

1. Quizzes (written, oral) (Interpretive and Presentational)
2. Graded Homework (Interpretive and Presentational)
3. Verbal Q & A (Interpretive, Interpersonal, and Presentational)
4. Learning/Assessment Tasks (Interpretive, Interpersonal, and Presentational)
5. Brief compositions (Presentational)
6. Dialogues (Interpretive, Interpersonal, and Presentational)
7. Situational Role-Plays (Interpretive, Interpersonal, and Presentational)
8. Graded readings (Interpretive and Presentational)
9. Interpersonal and Presentational communication via the internet with students of Sosa, the sister school in Japan.
10. Develop culturally appropriate business cards to be used in situational role-plays and/or dialogues involving introductions.

Content:

1. What are the common expressions and protocol for meeting people and exchanging business cards?
2. What are the common expressions and protocol for speaking on the telephone?
3. How do we express the idea of so many “of each” of something?
4. How do we express the idea of doing something as advance preparation?
5. How do we use the “~te form” of verbs to express the manner in which an action is done?
6. How do we express the idea of an action to be completed by a certain time?

Skills:

1. Communicate on the phone using the appropriate common expressions and protocol.
2. Role-play exchanging business cards using the common expressions and protocol for meeting people and completing introductions.
3. Use the suffix “~zutsu” to express the idea of so many “of each” of something.
4. Use the “~te form” of verbs plus the verb “oku” to express the idea of doing something as advance preparation.
5. Use the “~te form” of verbs adverbially to express the manner in which an action is done.
6. Use “~made ni” after a plain-form verb or time expression to express the idea of an action to be completed by a certain time.

Purpose / Rational of the Unit:

1. Students must learn and be able to use the common expressions and protocol for speaking on the telephone.
2. Students must learn how to use the common expressions and protocol when meeting people and exchanging business cards.
3. Students must learn how to express the idea of so many “of each” of something.
4. Students must learn how to express the idea of doing something as advance preparation.
5. Students must learn how to use the “~te form” of verbs to express the manner in which an action is done.
6. Students must learn how to express the idea of an action to be completed by a certain time.

New Jersey Core Curriculum Content Standards:

World Languages

- 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).
- 7.3

Technological Literacy

8.1.12 A. Basic Computer Skills and Tools

- 5. Produce a multimedia project using text, graphics, moving images, and sound

8.1.12 B. Application of Productivity Tools

Social Aspects

- 4. Use appropriate language when communicating with diverse audiences using computer and information literacy

Information Access and Research

- 8. Compose, send, and organize e-mail messages with and without attachments

Problem-Solving and Decision Making

- 12. Integrate new information into an exiting knowledge base and communicate the results in a project or presentation.

Career Education and Consumer, Family, and Life Skills

9.1.12 B. Employability Skills

- 2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. (in target language/culture)

9.2.12 B. Self-Management

- 2. Apply project planning and management skills in academic and/or occupational settings.

Time Frame of Unit:

Ten weeks

Instructional Activities:

1. Further practice in reading and writing all the hiragana, katakana and kanji learned thus far.
2. Listening comprehension exercises.
3. Introduction of and practice with Lesson 11 vocabulary.
4. Sentence and paragraph construction practice using textbook/teacher created exercises.
5. Create culturally appropriate business cards.
6. Role-plays
7. Exchange of cards and correspondence in Japanese with students in our sister school.
8. Readings and discussions on Japanese culture/history/society.

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
Technology-Internet
Correspondence from sister school students

Unit of Study 3

Unit Title: Traditional social activities; Introductions (cont'd)
Lesson 12

Essential Questions of the Unit:

1. How do we make a formal introduction of ourselves in front of a group?
2. How do we express the idea of what “ought to be”?
3. How do we distinguish between the ideas of deciding on something (active) as opposed to something being decided upon (passive)?
4. How do we express the idea of being in excess, being “too much”?
5. How do we make the conditional form of verbs?
6. How do we enumerate actions or facts?
7. How do we use adjectives as adverbs to express the manner in which an action is done?

Assessments:

1. Quizzes (written, oral) (Interpretive and Presentational)
2. Graded Homework (Interpretive and Presentational)
3. Verbal Q & A (Interpretive, Interpersonal, and Presentational)
4. Learning/Assessment Tasks (Interpretive, Interpersonal, and Presentational)
5. Brief compositions (Presentational)
6. Dialogues (Interpretive, Interpersonal, and Presentational)
7. Situational Role-Plays and/or dialogues involving introductions (Interpretive, Interpersonal, and Presentational)
8. Graded readings (Interpretive and Presentational)
9. Interpersonal and Presentational communication via the internet with students of Sosa, the sister school in Japan.

Content:

1. How do we formally introduce ourselves in front of a group?
2. How do we express the idea of what “ought to be”?
3. How do we distinguish between the ideas of deciding on something (active) as opposed to something being decided upon (passive)?
4. How do we express the idea of being in excess, being “too much”?
5. How do we make the conditional form of verbs?
6. How do we enumerate actions or facts?
7. How do we use adjectives as adverbs to express the manner in which an action is done?

Skills:

1. Use the standard format and expressions to make a formal introduction of ourselves in front of a group.
2. Use the suffix “~hazu” to express the idea of what “ought to be,” expectations.
3. Distinguish between the ideas of deciding on something (active), with “~koto ni suru,” as opposed to something being decided upon (passive) with “~koto ni naru.”
4. Use the verb “sugiru” with adjectives or other verbs to express the idea of being in excess, being “too much.”
5. Use the inflection “~tara” to make the conditional form of verbs.
6. Use the suffix “~shi” after plain verbs, the copula and adjectives to enumerate actions or facts.
7. Use adjectives as adverbs to express the manner in which an action is done.

Purpose / Rational of the unit:

1. Students must learn how to make a formal introduction of themselves in front of a group.
2. Students must learn how to express the idea of what “ought to be.”
3. Students must learn how to express the ideas of deciding on something (active) as opposed to something being decided upon (passive).
4. Students must learn how to express the idea of being in excess, being “too much.”
5. Students must learn how to make the conditional form of verbs.
6. Students must learn how to enumerate actions or facts.
7. Students must learn how to use adjectives as adverbs to express the manner in which an action is done.

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9.2.12 B. Self-Management

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Time Frame of Unit

Ten weeks

Instructional Activities:

1. Further practice in reading and writing all the hiragana, katakana and kanji learned thus far.
2. Listening comprehension exercises.
3. Introduction of and practice with Lesson 12 vocabulary.
4. Sentence and paragraph construction practice using textbook/teacher created exercises.
5. Exchange of cards and correspondence in Japanese with students in our sister school.
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Materials and Resources:

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