

Glendale Unified School

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: World Languages and Cultures

Course Title: Exploring Japanese

Course Code: (Educational Services will assign course number after Board Approval)

Grade Level(s): 6-8

School(s)

Course Offered: Wilson Middle School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: Dekiru Nihongo (Novice)  
ISBN#: 978-4757419773

Course Overview: Exploring Japanese is an introductory course for students new to the language. The three modes of communication standards, interpersonal, interpretive, and presentational, outlined by the *California World Languages Standards*, will be addressed to build skills at the novice proficiency level. Thematic units will highlight the cultures, food, holidays, and traditions of Japan, as well as various aspects of daily life. Students will also develop an understanding of culturally appropriate greetings and will be encouraged to communicate with commonly used phrases, expressions, and exchanges, building a foundation for continued studies in Japanese.

- A. Reading Standards for Informational Text (RI) Grades 6-8 Students
  - 1. RI 7: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or an issue.
- B. Writing Standards (W) Grades 6-8 Students
  - 1. W 7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- C. Speaking and Listening Standards (SL) Grades 6-8 Students
  - 1. SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6, 7, or 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
  - 2. SL 2: Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
  - 3. SL 5: Include multimedia components (i.e. graphics, images, music, sound) and visual displays in presentations to clarify information, emphasize salient points, strengthen claims and evidence, and add interest.

#### World Languages Standards Language Standards (K-12)

- A. Communication
  - 1. WL.CM1.N: Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics.
  - 2. WL.CM2.N: Participate in real-world spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.
  - 3. WL.CM3.N: Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.
  - 4. WL.CM4.N: Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable common daily settings within target language communities in the United States.
  - 5. WL.CM5.N: Demonstrate understanding of words, phrases, and simple sentences on very familiar common daily topics. Use orthography, phonology, and very basic sentence level elements (i.e. morphology and/or syntax).
  - 6. WL.CM6.N: Communicate about familiar common daily topics using words, phrases and simple sentences. Use orthography, phonology, and very basic sentence level elements (i.e. morphology and/or syntax).

7. WL.CM7.N: Identify similarities and differences in the orthography, phonology, and very basic sentence level elements (morphology and/or syntax) of the languages known.

B. Cultures

- a. WL.CL1.N: Use age-appropriate gestures and expressions in very familiar common daily settings.
- b. WL.CL2.N: Experience, recognize, and explore the relationship among typical, age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily settings.
- c. WL.CL3.N: Identify some similarities and differences among very familiar common daily products, practices, and perspectives in the mainstream cultures of the United States, the students' own cultures, and the target cultures.
- d. WL.CL4.N: Identify cultural borrowings.

Assessments: Various formative and summative assessments will be conducted throughout the course. Some of the assessment tools will be:

1. Quizzes and unit tests measuring expressions, vocabulary, and reading comprehension
2. Homework assignments that reinforce skills taught in class
3. Presentations that measure understanding of units of study and speaking skills at the novice level
4. Listening comprehension quizzes
5. Projects that are accompanied by a clear set of objectives on rubrics

**Unit 1: Introduction to the Japanese Characters**

(3 weeks)

*Essential Question: What is the Japanese writing system? Why do people use hiragana, katakana, and Chinese characters in Japanese?*

Students will learn hiragana, katakana, and Chinese characters. Students will be able to write their names in Japanese.

**Unit 2: Japanese for Daily Life**

(4 weeks)

*Essential Question: How do I introduce myself? What are familiar phrases and words I need to express myself and interact with others?*

Students will learn about the basic ways to greet each other and will be able to introduce themselves.. They will understand how to use expressions of courtesy in conversation. In this

unit, they will also continue to learn the writing system and will be introduced to numbers in order to count to 100, weather-related words, dates and the calendar. They will also know how to talk about their emotions and feelings.

**Unit 3: Family and Friends**

(4 weeks)

*Essential Question: Who are my family and friends? How would I describe them?*

Students will learn the names of family members such as grandparents, uncles and aunts, and siblings, as well as learn adjectives to describe them. Students will understand what family life is like in Japan. Students will make a family tree and introduce their family to their classmates.

**Unit 4: Japanese Culture**

(5 weeks)

*Essential Question: What are the differences between Japanese culture and other cultures?*

Students will be introduced to Japanese culture such as annual holidays, foods, school systems, lifestyles, famous people, traditional and modern cultures. Students will experience Japanese calligraphy, origami, and drawing Japanese traditional patterns. Students will research online about Japanese food and holidays and present and sing holiday songs in class. Students will also research online about Japanese pop culture such as manga, anime, and movies and present in class.