

Glendale Unified School District

Middle School

July 18, 2017

Department:	Foreign Language
Course Title:	Foreign Language Academies of Glendale (FLAG) Japanese Language & Literature 1 & 2
Course Number:	8213FJ / 8214FJ
Grade Level:	7
Course Credits:	10
Recommended Prerequisite:	Participation in the FLAG Elementary Dual Immersion Program Other fluent bilingual and bi-literate students may also be admitted upon assessment and recommendation made by teacher.
Recommended Textbook(s):	Language Specific Minna no Nihongo I & II Japanese-Language Proficiency Test N5
Course Overview:	FLAG Language and Literature 1 & 2 is a continuation of the elementary dual immersion program which emphasizes higher levels of communication skills and comprehension strategies in the areas of listening, speaking, reading, and writing. Students will connect ideas and information in two or more texts, analyze, and evaluate textual evidence carefully. Their writing will demonstrate a deeper understanding and analysis of the text. Students will use precise and concise language for expressing themselves orally and in written form. Formal aspects of the language will be stressed including spelling and grammar. The curriculum takes into account the text complexity, a balance between literature and informational text and an integrated approach to instruction. Readings will include novels, drama and poems. After completing FLAG Language & Literature 1 & 2 in seventh grade and 3 & 4 in 8th grade, students will achieve the Intermediate Mid Level of Proficiency in the target language, a

benchmark established by the American Council for the Teaching of Foreign Language (ACTFL) Proficiency Guidelines.

1. California Common Core State Standards
 - a. Reading Standards for Literature (RL): Grade 7 Students
 - i. Key Ideas and Details:
 1. RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. (Japanese textbooks)
 2. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Japanese textbooks)
 3. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) (Japanese play)
 - ii. Craft and Structure:
 1. RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (see grade 7 Language standard 4-6 for additional expectations) CA (Haiku, Japanese textbooks)
 2. RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (Japanese textbooks)
 3. RL.7.6 Analyze how an author develops and contrasts the point of view of different characters or narrators in a text. (Japanese textbooks, other resources)
 - iii. Integration of Knowledge and Ideas:
 1. RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) (Douwa from Yomikikase)
 2. RL.7.8 (Not applicable to literature)
 3. RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (3rd and 5th Japanese textbooks ex. ちいちゃんのかげおくり、百年後のふるさとを守る)
 - iv. Range of Reading and Level of Text Complexity
 1. RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-6 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

b. Reading Standards for Informational Text (RI): Grade 7 Students

i. Key Ideas and Details:

1. RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Japanese textbooks)
2. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (Japanese textbooks)
3. RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) (Japanese textbooks)

ii. Craft and Structure:

1. RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone (see grade 7 Language standards 4-6 for additional expectations) CA (other resources)
2. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. A. Analyze the use of text features (graphics, headers, captions) in public documents (Japanese textbooks)
3. RI.7.6. Determine the author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others (Japanese textbooks)

iii. Integration of Knowledge and Ideas

1. RI.7.7. Compare and contrast a text to an audio, video, or multimedia version if the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) (NHK for school)
2. RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant to support the claims (online news)
3. RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing

different evidence or advancing different interpretations of facts.
(online news)

iv. Range of Reading and Level of Text Complexity

1. RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.

c. Writing Standards (W): Grade 7 Students

i. Text Types and Purposes:

1. W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA (online news)
 - b. Support claim(s) or counter arguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA (online news)
 - c. Use words, phrases and clauses to create cohesion and clarify the relationship among claim(s), reasons and evidence. (online news)
 - d. Establish and maintain a formal style. (online news)
 - e. Provide a concluding statement or section that follows from and supports the argument presented. (online news)
2. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
 - a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension/ CA (NHK for school)
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (NHK for school)

- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (NHK for school)
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (NHK for school)
 - e. Establish and maintain a formal style. (NHK for school)
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (NHK for school)
 3. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (Japanese textbooks, online→original)
 - b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. (Japanese textbooks, online→original)
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (Japanese textbooks, online→original)
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (Japanese textbooks, online→original)
 - e. Provide a conclusion that follows from and reflects on the narrated experiences and events. (Japanese textbooks, online→original)
- ii. Production and Distribution of Writing:
 1. W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
 2. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
 3. W.7.6. Use technology, including the Internet, to produce and publish writing and link and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- iii. Research to Build and Present Knowledge
 - 1. W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigations. (ex. Japanese culture using online resources)
 - 2. W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (ex. Japanese culture using online resources)
 - 3. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (ex. Japanese culture using online resources)
 - a. Apply grade 7 Reading Standards to literature (e.g.: “Compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”)
 - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- iv. Range of Writing
 - 1. W. 7.10. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences. (research paper, journal)
- d. Speaking and Listening Standards (SL): Grade 7 Students
 - i. Comprehension and Collaboration
 - 1. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (Grade 6th Japanese textbook)

1. L.7.1. Demonstrate command of the conventions of standard Language Specific grammar and usage when writing or speaking. (online resources)
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
2. L.7.2. Demonstrate command of the conventions of standard Language Specific capitalization, punctuation, and spelling when writing. (practice on Genkouyoushi)
 - a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). (*te-form*) (textbook)
 - b. Spell correctly. (Kanji - Japanese Language Proficiency Test Level N5)
- ii. Knowledge of Language
 1. L.7.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
 - a. Choose a language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (textbook ex. Keigo, Kenjougo, and Teineigo)
- iii. Vocabulary Acquisition and Used
 1. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4-6 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (textbooks and other reading materials)
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). (*Not applicable in Japanese*)
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word (*Not applicable in Japanese*) or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (Japanese dictionary with teacher's assistance)
 2. L.7.5. Demonstrate understanding of figurative language (hiyu), word relationships, and nuances in word meanings. (Japanese textbooks)
 - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (other resources)
 - b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
 3. L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (including Yojijyukugo: four character idiomatic compounds & Kotowaza: proverbs)
2. World Language Content Standards (WLCS) for California: The following World Language Content Standards will be used with the expectation that by the time they complete middle school language courses they will be at mastery of the Stage III of the WLCS:
 - a. Content
 - i. Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.
 - ii. Content - Stage III
 1. 3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
 2. 3.1 Students address concrete and factual topics related to the immediate and external environment, including:
 - a. Social norms
 - b. Historical and cultural figures, stereotypes
 - c. Animals and their habitats
 - d. Community issues, current events
 - e. Origins of rites of passage, social and regional customs

- f. Environmental concerns
 - g. Media, Internet, television, radio, film
 - h. Cultural, historical, and geographic aspects of travel
 - i. Curricular and extracurricular subjects
 - j. Significant historical events
 - k. Careers and future plans
 - l. Nutrition, fitness, and health
 - m. Geographically and culturally appropriate clothing
 - n. Cultural differences in health care
 - o. Effects of technology on the modern world
- b. Communication
- i. Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.
 - ii. Communication - Stage III
 - 1. 3.0 Students use planned language (paragraphs and strings of paragraphs).
 - 2. 3.1 Engage in oral, written, or signed (ASL) conversations.
 - 3. 3.2 Interpret written, spoken, or signed (ASL) language.
 - 4. 3.3 Present to an audience of listeners, readers, or ASL viewers.
 - iii. Functions
 - 1. 3.4 Describe, narrate, explain, and state an opinion.
 - 2. 3.5 Demonstrate understanding of the main idea and key details in authentic texts.
 - 3. 3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way.
- c. Cultures
- i. Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.
 - ii. Cultures - Stage III
 - 1. 3.0 Students determine appropriate responses to situations with complications.

2. 3.1 Use products, practices, and perspectives in culturally appropriate ways.
 3. 3.2 Describe similarities and differences in the target cultures and between students' own cultures.
 4. 3.3 Describe how products and practices change when cultures come in contact.
- d. Structures
- i. The content standards use the term *structures* to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.
 - ii. Structures - Stage III
 1. 3.0 Students use knowledge of text structure to understand topics related to the external environment.
 2. 3.1 Use paragraph-level discourse (text structure) to produce formal communications.
 3. 3.2 Identify similarities and differences in the paragraph-level discourse (text structure) of the languages the students know.
- e. Settings
- i. Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.
 - ii. Settings - Stage III
 1. 3.0 Students use language in informal and some formal settings.
 2. 3.1 Initiate age-appropriate cultural or language-use
 3. Opportunities outside the classroom.
3. Sample Assessments
- a. Formative Assessments
 - b. Summative Assessments- The A-1 exam is given in grades 5-7
 - c. Performance Tasks/ Projects
 - d. Portfolios
 - e. Practice Sections of Level 1 of National Japanese Exam
 - f. Practice Test of Japanese Language Proficiency Test N5

4. Year At a Glance Plan (Language Specific):

a. Topic of Study - Suggested Time Distribution # of weeks per unit

i. Character Analysis (9 weeks)

1. Essential Question: How does a reader interpret the feelings and emotions of characters in literature and how do characters' feelings and emotions influence another character's actions?
2. Objective: Through Japanese literature, students will analyze characters and take other character's perspectives in retelling stories.
3. Grammar Focus and Activities:
 - a. Pick a character from a given story and write a short story from that character's point of view and present
 - b. Read a conversation between two people and infer their intentions
 - c. Read a poem with metaphors. Then infer what the person's feelings are from the words and the onomatopoeia used
 - d. Act out a play: students will be assigned roles and will rehearse and present the play
 - i. Self-introduction & Referring objects
 - ii. Description: 「ミラーさんは会社員です。」“Mr. Miller is a company worker.” MNbI.Ch1
 - iii. Verbs with postpositional clauses: 「カリナさんにチョコレートをあげました。(karina san ni chokoreeto o agemashita.) “I gave a chocolate to Karina.” MNbI.Ch7
 - iv. Descriptions with verbs: 「日本語が少しわかります。(nihongo ga sukoshi wakarimasu.) “I understand Japanese a little” MNbI.Ch9
 - v. Descriptions/Adjectives in present and past tense: 「暑かったです、暑かった」(ame deshita, samukatta) MNbI.Ch12
 - vi. Desire and Intention “I want to...,” “I am going to do...”: 「寿司を食べたいです」「部屋をのびにいきます」(sushi o tabetai desu) (ryoori o naraini ikimasu) MNbI.Ch13

- vii. Adjectives and verbs in simple form past tense: 「来
なかつた。(konakatta.) “S/he did not come” 「きれい
だった。(kirei datta.) “It was pretty.” MNbI.Ch20

FLAG-Japanese Language & Literature 1-2
Page 13

- viii. “I think that...” : 「～と□います」(~to omoimasu)
MNbI.Ch21
- ix. “Give and Receive” verbs: 「あげる、くれる、もら
う」(ageru, kureru, morau) MNbI.Ch24
- x. Conditional “If... then...,” “even if... then...”: 「～た
ら～」「～ても～」(~tara~, ~temo~) MNbI.Ch25
- xi. Presenting new information: 「□くんです。(iku-
ndesu.) “I am going.” 「あるんです。」(arundesu)
“There is...” MNbII.Ch26
- xii. Explaining the reason why: 「静かだし、広いし...」
(shizukadashi, hiroishi...) “(since) it’s quiet and
spacious...” MNbII.Ch28
- xiii. “Thinking of...”: 「～と□っています」(to
omotteimasu) MNbII.Ch31
- xiv. Causative □□ : 「～させます、～せます」
(~sasemasu, ~semasu) MNbII.Ch48
- xv. Prediction: 「□えるでしょう。(mieru deshoo.)
“Predict to see...” 「来ないかもしれません。」
(konaikamo shiremasen.) “(It) may not come.”
MNbII.Ch32
- xvi. Imperative form: 「□まれ(tomare) “Stop.”
MNbII.Ch33
- xvii. “Do as” with simple past tense form: 「□った□りに
□りました。(itta toorini tsukurimashita.) “(I) made
it as you said.” MNbII.Ch34
- xviii. “Able to” potential: 「□□□が□せるように、毎□
□□します。(hanaseruyooni, mainichi
renshuushimasu.) “I will practice every day to be
able to speak Japanese.” MNbII.Ch36

- xix. Infinitive verbs in Japanese: 「音楽を聴くのが好きです。」(ongaku o kiku noga suki desu.) “I like to listen to music.” MNbII.Ch38
- xx. Expressing reasons: 「家族に会えなくて寂しいです。」(kazoku ni aenakute sabishiidesu.) “I cannot see my family that I am lonely.” MNbII.Ch39
- xxi. “It seems to/as though...” 「かっこいいそうです。」(kanojo wa yasashisoo desu.) “She seems nice.” MNbII.Ch43

FLAG-Language & Literature 1-2
Page 14

- xxii. “It is about to...” (shiai ga hajimarutokorodesu.) 「ゲームがまるところです。」 “The game is about to start.” MNbII.Ch46
- xxiii. Causative: 「子どもに読ませます。」(kodomonni hon o yomasemasu.) “(I) make/have the children read.” MNbII.Ch48
- xxiv. Polite form of verbs to describe actions of people older than you or superior in status: 「先生が来られました。」(sensei ga koraremashita.) “The teacher has come.” MNbII.Ch49, MNbII.Ch50

4. Standards:

- a. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)
- b. RL.7.5 Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- c. RL.7.6 Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.
- d. RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
- e. RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction

use or alter history. (3rd and 5th Japanese textbooks ex. ち
いちゃんのかげおくり、百年後のふるさとを守る)

- f. RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- g. RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- h. W. 7.10. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.

FLAG-Japanese Language & Literature 1-2

Page 15

- i. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- j. SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- k. SL. 7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- l. L.7.1., L.7.2., L.7.3., L.7.4., L.7.5., L.7.6.

ii. Analyzing Informational Text (9 weeks)

- 1. Essential Questions: How does an author structure informational text to provide the reader with factual matter in a sequential way? What strategies does a reader need when analyzing the validity of information provided in non-fiction text? (Grade 4.2 text pg34-42「アップとルースで伝える」) (Grade 4.2 text pg76-86「ウナギのなごを□って」)
- 2. Objective: Students will summarize the main ideas and explain the sequence of events. Students will explain how the writer's claims

are reinforced and validated in the text; students will list the supporting facts.

3. Grammar Focus and Activities:

- a. Create a storyboard on the sequence of events. Summarize the main pieces of information in each paragraph, then include corresponding images
- b. Create a timeline with a summary explaining events
- c. Create a migration map with arrows indicating where each event takes place and how it relates to the next event on the map

- i. Description: 「ミラーさんは会社員です。」 “Mr. Miller is a company worker.” MNbI.Ch1
- ii. Description: 「これは辞書です。」(kore wa jisho desu.) “This is a dictionary.” MNbI.Ch2
- iii. Verbs with postpositional clauses: 「カリナさんにチョコレートあげました。」(karina san ni

FLAG-Japanese Language & Literature 1-2

Page 16

chokoreeto o agemashita.) “I gave a chocolate to Karina.” MNbI.Ch7

- iv. Descriptions with verbs: 「日本語が少しわかります。」(nihongo ga sukoshi wakarimasu.) “I understand Japanese a little” MNbI.Ch9
- v. Existence and Description “There is/are”: 「～に～があります、～に～がいます」MNbI.Ch10
- vi. Existence and Situation: 「机に2冊います、テーブルが7つあります」(nihon ni ninen imasu, teeburu ga nanatsu arimasu) MNbI.Ch11
- vii. Gerund: 「趣味は本を読むことです。」(shumi wa hon o yomukoto desu.) “My hobby is reading.” MNbI.Ch18
- viii. Adjectives and verbs in simple form past tense: 「来なかった。」(konakatta.) “S/he did not come” “きれいだった。」(kirei datta.) “It was pretty.” MNbI.Ch20
- ix. Noun-modifying action (English equivalent of relative clause): 「～べなかった」(tabenakatta

- hito) “the person who did not eat” 「□ ンでいるところ」 “the place I live” MNbI.Ch22
- x. Conditions “when (action 1), (action 2)” : 「ボタンを□すと、お□りが□ます」 (botan o osuto, otsuri ga demasu) MNbI.Ch23
- xi. Intransitive verbs (Japanese specific): 「ドアが□いています。」 (doa ga aiteimasu.) “The door is opened.” MNbII.Ch29, Ch30
- xii. “Whether” 「この□えが□しいかどうかわかりません。」 (kono kotae ga tadashii kadooka wakarimasen.) “I am not sure whether if the answer is correct or not.” MNbII. Ch40
- xiii. “In order to do...” (ie o taterunoni nisenman kakarimasu.) 「□を□てるのに20000□□かかります。」 “It costs 20,000,000 yen in order to build a house.” MNbII.Ch42
- xiv. “It is too...” 「この□□は狭すぎます。」 (kono heya wa semasugimasu.) “This room is too narrow.”

4. Standards:

FLAG-Japanese Language & Literature 1-2
Page 17

- a. RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- b. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- c. RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- d. RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- e. W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- f. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- g. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.
- h. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- i. SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- j. SL. 7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- k. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- l. L.7.1., L.7.2., L.7.3.

iii. Research and Analysis (9 weeks)

FLAG-Japanese Language & Literature 1-2

Page 18

1. Essential Questions: How does one's awareness of the environment and the surrounding world with its geographical, architectural and historical aspects help one understand and appreciate a culture? How does it support the development of a global perspective and the appreciation of diversity?
2. Objective: Students will work collaboratively to research the geography, architecture and history of one of the Japanese prefectures; and how that prefecture contribute to the economic and social growth of Japan.
3. Grammar Focus and Activities:
 - a. Create a project advertising the 2020 Olympics, which will be held in Japan in pair or small groups.
 - b. Create a travel plan to Japan (package-deal with Olympic events and at least one other tourist destination: include prices of transportation, lodging, attractions, food, etc.)

- c. Create a poem using a piece of information from a research project (e.g., about the season autumn and the nature and the cultural activities surrounding the season)
- i. Referring to places & Time
 - ii. Transportation & Present tense, Invitation
 - iii. Description: 「これは辞□です。」(kore wa jisho desu.) “This is a dictionary.” MNbI.Ch2
 - iv. This/that, here/there: 「これ、それ、あれ、ここ、そこ、あそこ」(kore, sore, are, koko, soko, asoko) MNbI.Ch3
 - v. Time: 「□、□」(ji, hun) MNbI.Ch4
 - vi. Invitation: 「□ ませんか」 (ikimasenka) MNbI.Ch6
 - vii. Volitional: 「□ きましょう」(ikimashoo) MNbI.Ch6
 - viii. Adjectives: 「□ い、□ □ な」(takai, yuumeina) MNbI.Ch8
 - ix. Existence and Description “There is/are”: 「～に～があります、～に～がいます」MNbI.Ch10
 - x. “Te-form” verbs; multiple verbs in a sentence: 「□ べて寝ます。」(tabete nemasu.) “I will eat then sleep.” MNbI.Ch14
 - xi. Requesting to do something: 「とってください。」(totte kudasai.) “Please take...” MNbI.Ch14

- xii. Permission: 「写真を□ ってもいいです」(shashin o tottemoiidesu) MNbI.Ch15
- xiii. Stating actions in sequence: 「□ べてから寝ます。」(tabetekara nemasu.) “I will eat, the sleep.” MNbI.Ch16
- xiv. “Please~” “have to~”: 「～てください、～なければなりません」(~tekudasai, ~nakerebanarimasen) MNbI.Ch17
- xv. “Do as” with simple past tense form: 「□ った□ りに□ りました。」(itta toorini tsukurimashita.) “(I) made it as you said.” MNbII.Ch34

- xvi. Passive aspect (口け口): 「口てられた」(taterareta)
MNbII.Ch37
- xvii. Conditional (条口口): 「口れれば」(harereba)
MNbII.Ch35

4. Standards:

- a. RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- b. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- c. RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (see grade 7 Language standard 4-6 for additional expectations) CA
- d. RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- e. RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- f. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

- g. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- h. W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- i. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- j. W.7.6. Use technology, including the Internet, to produce and publish writing and link and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- k. W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigations.
- l. W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- m. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- n. SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.
- o. SL. 7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- p. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

FLAG-Japanese Language & Literature 1-2

Page 21

- q. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- r. L.7.1., L.7.2., L.7.3.

iv. Impacting (9 weeks)

1. Essential Question: What are the roles and responsibilities of citizens and how do individuals contribute the larger society?
2. Objective: 1) Students will work collaboratively to create a newspaper. Each student will be responsible for an article about school and community related to a current event.

2) Compare newspapers in Japan and in the U.S. (layout, types of information etc.)

3. Grammar Focus and Activities:

a. Create a newspaper (Grade 4.1 text pg 54-63「□ □ を□ ろう

- i. Self-introduction & Referring objects
- ii. Description: 「ミラーさんは会社員です。」 (Miraa-san wa kaishain desu.) “Mr. Miller is a company worker.” MNbI.Ch1
- iii. Description: 「これは辞書です。」(kore wa jisho desu.) “This is a dictionary.” MNbI.Ch2
- iv. Referring to places & Time
- v. Subject-predicate agreement
- vi. Type of speech in Japanese 「です(desu)・ます(masu)」 「だ(da)・である(de aru)」
- vii. つなぎ□ □ (conjunction) 「まず、□ に(mazu tsugini)」
- viii. □ い□ し(context specific phrasing) : 「～そうです(sou desu)、～について(ni tsuite) いっぽうで(ippou de)、～がわかりました(I understand that...)」
- ix. Action Verbs: 「□ います、します」(kaimasu, shimasu) MNbI.Ch5
- x. Verbs with postpositional clauses: 「カリナさんにチョコレートをあげました。」(karina san ni chokoreeto o agemashita.) “I gave a chocolate to Karina.” MNbI.Ch7
- xi. Descriptions with verbs: 「□ □ □ が□ しわかります。」(nihongo ga sukoshi wakarimasu.) “I understand Japanese a little” MNbI.Ch9
- xii. Existence and Situation: 「□ □ に2□ います、テーブルが7つあります」(nihon ni ninen imasu, teeburu ga nanatsu arimasu) MNbI.Ch11
- xiii. Descriptions/Adjectives in present and past tense: 「□ でした、□ かった」(ame deshita, samukatta) MNbI.Ch12

- xiv. Comparison and Superlative: 「□□□は□□より□きいです」(Hokkaidoo wa kyuushuu yori ookii desu.) 「□□で□が□□□いです。」(ichinen de natsu ga ichiban atsui desu.)
- xv. Gerund: 「□□は□を読むことです。」(shumi wa hon o yomukoto desu.) “My hobby is reading.” MNbI.Ch18
- xvi. Listing example actions in one sentence: 「テニスをしたり、□歩に□ったりします。」(tenisu o shitari, sanpo ni ittari shimasu.) “I play tennis, go for a walk, and such.” MNbI.Ch19
- xvii. Potential form: 「□えます。」(tsukaemasu) “(I) could use” MNbII.Ch27
- xviii. Intransitive verbs (Japanese specific): 「ドアが□いています。」(doa ga aiteimasu.) “The door is opened.” MNbII.Ch29, Ch30
- xix. “It is forecasted that...:” 「□□の□気は□りだそうです。」(ashita no tenki wa kumori dasoodesu.) “It is forecasted that it will be cloudy tomorrow.” MNbII.Ch47

4. Standards:

- a. RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- b. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- c. RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- d. RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium

FLAG-Japanese Language & Literature 1-2

Page 23

(e.g., lighting, sound, color, or camera focus and angles in a film)

- e. RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- f. W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- g. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- h. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- i. SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.
- j. W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- k. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- l. W.7.6. Use technology, including the Internet, to produce and publish writing and link and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- m. W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigations.
- n. W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- o. W. 7.10. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a

single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.

- p. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- q. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- r. L.7.1., L.7.2., L.7.3.

5. Grammar Points (These points are integrated into the units above):

- a. Self-introduction & Referring objects
- b. Referring to places & Time
- c. Transportation & Present tense, Invitation *(Natalie bookmark)
- d. Past tense & Adjectives
- e. Adverbs & Existence
- f. Numbers & Adjectives past tense, Comparison
- g. Wants & Request
- h. Request & te-form
- i. Negative sentences & inferetive
- j. Tenses & Informal
- k. Dominant/subordinated sentences
- l. Conjunction & Giving/receiving
- m. Conditional
- n. Emphasis
- o. Ability
- p. Combine multiple sentences
- q. te-form
- r. Will
- s. Dictionary form
- t. Command
- u. Combine multiple sentences
- v. Conditional
- w. Purpose
- x. Passive
- y. Gerund
- z. Cause
- aa. Questions in subordinating sentences

FLAG-Japanese Language & Literature 1-2

Page 25

- bb. Giving/receiving
- cc. Purpose

- dd. Copular verbs
- ee. Level description
- ff. Conjunctions

6. Supplemental Resources (Language Specific):

- a. Kokugo 6 Souzou TE
- b. Kokugo 5 Ginga TE
- c. Kokugo 4 Kagayaki & Habataki TE

7. Websites (Language Specific):

<http://www.nhk.or.jp/school/>

<http://kids.goo.ne.jp/>

<http://jp.newsconc.com/japan/kids.html>