

Glendale Unified School District

Middle School

July 18, 2017

Department: Foreign Language

Course Title: Foreign Language Academies of Glendale (FLAG)
Japanese Language & Literature 3 & 4

Course Number: 8215FJ / 8216FJ

Grade Level: 8

Course Credits: 10

Recommended

Prerequisite: Participation in the FLAG-Japanese 7th grade FLAG Program.
Other fluent bilingual and bi-literate students may also be admitted upon assessment and recommendation made by teacher.

Course Overview: This course builds upon and applies the students' existing Japanese language skills in listening, speaking, reading and writing. This course emphasizes readings and discussions of historical texts, informational texts and biographies. Formal aspects of the language, such as more complex syntax, are also stressed. Students maintain and develop their cultural appreciation through various experiences, such as cultural portfolios and research presentations. Students' projects also include formal essay writing and digital media projects in the target language. The student learning and performance goals are based on California Common Core State Standards for English Language Arts.

Recommended

Textbooks: Language Specific
Minna no Nihongo Intermediate I

I. Standards

A. Reading Standards for Literature (RL) 8th Grade

1. RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. RL2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
4. RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. RL5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. RL6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
7. RL7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. RL8: (RL.8.8 not applicable to literature)
9. RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
10. RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

B. Reading Standards for Informational Text (RI) 8th Grade

1. RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

4. RI4: 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 choices on meaning and tone, including analogies or allusions to other texts.
5. RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. RI6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
7. RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
10. RI10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

C. Writing Standards (W) for 8th Grade

1. W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - W3a. 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.
 - W3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - W3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

2. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. W5: 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.
4. W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
5. W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
6. W8: 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.
7. W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W9a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
8. W10: 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.

D. Speaking and Listening (SL) for 8th Grade

1. SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
SL1a. 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.
SL1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4. SL4: Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
 - L4a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.
5. SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
6. SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal Japanese when indicated or appropriate.

E. Language (L) Standards for 8th Grade

1. L1: Demonstrate command of the conventions of standard Japanese grammar and usage when writing or speaking.
 - L1a. Nouns and their types: common and proper, number of nouns, declension of nouns, articles (definite/indefinite)
 - L1b. Pronoun and their types: personal, demonstrative, possessive, relative, indefinite, interrogative, reflexive, subject and object; number and declension
 - L1c. Adjectives and their types (qualitative and quantitative), degrees of adjectives (positive, comparative, superlative)

- L1d. Verb conjugation - infinitive, person, number, tense and mood
 - L1e. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - L1f. Recognize and correct inappropriate shifts in verb voice and mood.*
2. **L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 - L2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - L2b. Use an ellipsis to indicate an omission.
 - L2c. Spell correctly.
 3. **L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
 - L3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
 4. **L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.**
 - L4a. 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.
 - L4b. Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - L4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA
 5. **L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
 - L5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - L5b. Use the relationship between particular words to better understand each of the words.
 - L5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
 6. **L6: 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.

F. Reading Standards for Literacy in History/Social Studies for Grades 6-8

1. RSLHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
2. RSLHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
3. RSLHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
4. RSLHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
5. RSLHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

II. Sample Assessments

- A. Formative Assessments
- B. Summative Assessments
- C. Portfolios
- D. Presentations
- E. Practice Test of Japanese Language Proficiency Test N5, 4, and 3

III. Topics of Study - Suggested Time Distribution

- A. Semester 1 - Units 1, 2, 3, and 4
 1. Each unit is around 4 weeks
- B. Semester 2 - Units 5, 6, and 7
 1. Each unit is around 4 weeks (Unit 5 can be split up into two 4 week units)

Unit 1. Language Use and Culture ~ 4 weeks
CCSS - RL4, RL5, RI3, RI4, RI5, W2, W4, W5, W7, SL4, SL5, SL6, L1, L2, L3, L5, L6

1. Essential Questions:

How does a person's geographical origin contribute to one's cultural identity and linguistic background? What is the importance of preserving the dialects and culture?

2. Objectives:

Students will explore the different dialects spoken in different regions of Japan through reading literature as well as watching videos. Students will explain how people in Japan distinguish when to use standard Japanese or a specific dialect. Students will also study how the Japanese vocabulary has shifted to incorporate more of "gairaigo (foreign-derived words)" and how they have affected modern Japanese culture and identity. Students will compare and contrast language, regional lexicon, and "gairaigo" from Meiji era (year 1900) and today when studying and analyzing the various media. Students will gain a better understanding of the importance of the native language and its preservation.

3. Grammar Focus:

- *Minna no Nihongo Intermediate level I* Chapter 2
 - ~というのは~のことだ "... means ..."
 - ~みたいだ "... is like ..."
- *Minna no Nihongo Intermediate level I* Chapter 8
 - ~によって... "through ~, ..."

4. Activities:

- Create a geological map of different dialects in Japan
- Create a tree chart comparing the difference between the standard Japanese and the dialect
- Create a poster that explains "gairaigo"
- Write an essay about cultural identities reflecting students' backgrounds
- Read and discuss:
 - *Minna no Nihongo Intermediate level I* Chapter 2
 - □ 来□ "foreign-derived words"
 - *Minna no Nihongo Intermediate level I* Chapter 5
 - □ 図 map
 - *Minna no Nihongo Intermediate level I* Chapter 12
 - 「□ □ で□ らす」 "Living in Japan"

Unit 2. Influence of Japanese Pop Culture in the World

~ 4 weeks

CCSS - RL 1, RL 2, RL 4, RL 5, RL 6, RL 7, RL 8, RI 2~9, SL 2, SL 4, SL 5, L 1, L 2, L 3, L 6

1. Essential Questions:

What represents Japanese “pop culture”, and how are they recognized by the Ministry of Foreign Affairs of Japan? What are the impacts of the Japanese pop culture on other countries?

2. Objectives:

Students will explore the topics of Japanese pop culture by reading articles online and viewing videos. Students will identify the media in which those topics of Japanese pop culture is spread. Students will also identify the countries in the world where there is a large market for Japanese pop culture, animation and comic books. Students will examine Japanese books and identify the different language registers and casual speech types. Students will also infer the intention of the author of the stories by examining characters’ lines and rows in the stories. Students will explain the kinds of events that are taking place in the world, and the perspectives of people around the world towards Japan from the pop culture phenomenon. Students will understand the economic impact the Japanese pop culture has on foreign countries.

3. Grammar Focus:

- *Minna no Nihongo Intermediate level I* Chapter 1
 - ~てもらえませんか・~ただけませんか “would you (do)~”
 - ~という~ “~called~”
- *Minna no Nihongo Intermediate level I* Chapter 2
 - ~みたいだ・な・に “look like~, resemble~, as~”
- *Minna no Nihongo Intermediate level I* Chapter 11
 - ~たり~たり “~and~ [for listing things]”

4. Activities:

- Create a brochure on one of the pop culture events in the world (including the dates, location, admission fees, vender information, performance information, and other detail about the event)
- Create a role-play dialog of 1) an interviewer, and 2) participant of the event
- Create and present a power point presentation including the sentences that reflect the grammar focus and the pictures that apply to the content
- Read and discuss:
 - *Minna no Nihongo Intermediate level I* Chapter 8
 - 「どこが□ うんですか」 “What is different?”
 - 「カラオケ」 “Karaoke”

1. Essential Questions:

How did the living and working conditions of Japanese-Americans change from the first generation immigrants to the current generation? How did they try to integrate to the American society?

2. Objectives:

Students will explore the history of Japanese-Americans in the United States. Students will read letters and literary works written by Japanese-Americans during World War II. Students will have an understanding of how the lives of the Japanese-Americans changed from the first generation of Japanese immigrants to the later generations that were born and raised in the United States as well as recent immigrants. Students will take a closer look of family trees and family connections between Japan and the United States. Students will explain how the lives changed from one generation to another, and how the people assimilated into the United States. Students will also examine their own family background and culture and how the lives of their ancestors differed from theirs.

3. Grammar Focus:

- *Minna no Nihongo Intermediate level I* Chapter 5
 - ~のだろうか “Is it that~/ I wonder~”
 - だろうと□う “I think~”
- *Minna no Nihongo Intermediate level I* Chapter 7
 - ~なくてはならない “have to (do)~”
 - ~(さ)せる・せられる、~される Causative
- *Minna no Nihongo Intermediate level I* Chapter 8
 - ~あいだ “while~”
 - ~まで “until~”
 - ~によって “due to~”
 - ~からだ “because~”
- *Minna no Nihongo Intermediate level I* Chapter 9
 - ~ために “for/to (purpose)~”

4. Activities:

- Interview a Japanese immigrant (community member, family, relative)
- Prepare and present power point to share details about the interview

- Class presentations
- Create a timeline presentation explaining the immigration experiences of Japanese Americans from the 20th century to today
- Examine the ways 2nd and 3rd generation Japanese Americans identify with their cultural heritage
- Read and discuss:

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○ *Minna no Nihongo Intermediate level I* Chapter 10

- 「そんなはずありません」 “That should not be the case.”

Unit 4. Japanese Traditions

~ 4 weeks

CCSS - RL1, RI 1, RI 2, RI 3, RI 5, W 1, W 2, W 3, W 6, W 7, SL 4, SL 5, SL 6, L 1, L 2, L 3, L 6

1. Essential Questions:

What kinds of Japanese traditions are based on seasons? How do seasons influence cultural traditions in Japan? Why are those traditions valued and practiced?

2. Objectives:

Students will explore various Japanese traditions and identify which season is associated with each tradition. Students will then explain in what areas of Japan the tradition takes place and why it occurs during a specific season. Students will choose a Japanese tradition and plan a simulation including all procedural steps involved in the planning of the event. Students will also explain the underlying reasoning and importance behind the cultural practices. Students will identify the elements in those practices and explain how seasonality is incorporated into the practices.

3. Grammar Focus:

- *Minna no Nihongo Intermediate level I* Chapter 11
 - ~ている・~ていく present/future progressive
 - ~より~ほうが comparison
 - ~らしい assumption
 - ~として “as~”
 - ~たら (どう) ? “How about~”

4. Activities:

- Read and summarize the informational passages of the traditional practices from different seasons

- Create and present a 3D and powerpoint presentation (including the model of a cultural artifact) of the region of choice, including the traditional practices in each season, along with written descriptions
- Read and discuss:
 - *Minna no Nihongo Intermediate level I* Chapter 11
 - 「お勧めのところ、ありませんか」 “Where do you recommend?”
 - 「□ □ 郷の黄□ 伝説」 “Golden Myth of Shirakawa”

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Unit 5. Reading and Analyzing Japanese Literature

~ 8 weeks

CCSS - RL1, RL 2, RL3, RL 4, RL 6, RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, W 2, W 4, W 5, W 9, SL 3, SL 4, SL 6, L 1, L 2, L 3, L 6

1. Essential Questions:

How does one identify a Japanese author’s writing style? How does an author’s writing style influence how a story is presented and received? How do the different roles of the characters express the underlying tone of the story and convey the author’s message? What kinds of rhetorical devices are there in Japanese poems and short essays? How can the rhetorical devices be used to enhance the writing expression?

2. Objectives:

Students will read Japanese literature to identify key concepts or key events and summarize the idea into their own words. Students will also examine the roles of the characters in the story; and how they enhance the storyline. Students will then analyze the writing style of the author and the intention of the author behind the story. Students will write a reflective essay about the reading and share their thoughts verbally. In addition to the comprehension of the literature, students will distinguish and categorize the various rhetorical devices in Japanese using the writing samples provided. Students will identify the different rhetorical devices in poems and essays and explain how the writer is enhancing his or her writing through those rhetorical devices. Students will be given different themes and they will create their own short stories utilizing the various rhetorical devices.

Example literature: “Botchan” by Soseki Natsume

3. Grammar Focus:

- *Minna no Nihongo Intermediate level I* Chapter 5
 - ~だろうと□ う “I assume that ~”
- *Minna no Nihongo Intermediate level I* Chapter 6
 - ~たつもり・~ているつもり “suppose/pretend”
 - ~とか~ “~and~ [for listing]”

4. Activities:

- Create a presentation describing rhetorical devices with example sentences
- Write a summary and a reflective essay about the reading passage
- Discuss the storyline and learn how to identify the author's intention behind the story
- Role play one of the scenes from the passage and read aloud students' own short stories

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Unit 6. Traveling Poets and Artists of Japan

~ 4 weeks

CCSS - RL 4, RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, W 1, W 2, W 3, W 4, W 5, W 6, SL 2, SL 5, SL 6, L 1, L 2, L 3, L 4, L 5, L 6

1. Essential Questions:

What did the traveling poets and artists of Japan accomplish? What inspired their works? How did each poet and artist express their impressions of the different areas of Japan?

2. Objectives:

Students will explore various poems and journals written by well-known Japanese poets, such as Basho Matsuo and Kiyoshi Yamashita, and understand the background of the poem and the perception of the nature by the authors. Students will identify the seasonality in each poem. Students will also be exposed to the notion of "wabi sabi" a Japanese sentiment towards beauty and things that are ephemeral. Students will examine art works by Hokusai Katsushika and Kiyoshi Yamashita and read informational texts that are written about those artists and their art works. Students will gain a deeper understanding of how nature, season, and the notion of "wabi sabi" influence Japanese literature and art. Students will then create their own poem and an art piece that reflect the seasonality and the notion of wabi sabi.

3. Grammar Focus:

- *Minna no Nihongo Intermediate level I* Chapter 5
 - ~だろうと□う "I think that s/he ~"
 - ~との・での・からの・までの・への~ "until~, towards~, for (purpose of)~"
- *Minna no Nihongo Intermediate level I* Chapter 9
 - ~ため(に・だ) "it is for the purpose of~"
- *Minna no Nihongo Intermediate level I* Chapter 11
 - ~として "as~"

4. Activities:

- Create a written report on one of the artwork reflecting the “objectives”
- Read and role-play a dialog between artists/poets talking about arts (teacher provides the resources)
- Create a presentation comparing at least three different types of poems and/or artists along with a written explanation of seasonality and the notion of wabi-sabi in each poem/art
- Write and present a poem reflective of the Japanese style

Unit 7. Japanese Cuisine

~ 4 weeks

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CCSS - RL 1, RI 2, RI 3, RI 5, W 1~10, SL 1, SL 4, SL 5, L 1, L 2, L 3, L 6

1. Essential Questions:

How do the ingredients from different regions and seasons influence Japanese cuisine? How is a nutritional balance attained in the Japanese cuisine? How does the cuisine reflect Japanese traditions? What makes Japanese cuisine prestigious enough to be recognized as the Intangible Cultural Heritage?

2. Objectives:

Students will explore the ingredients used in the Japanese cuisine, where they come from, and how they are harvested. Students will explain how a certain dish is prepared and presented. Students will further explain the presentation of the dish by examining the plates and decorations used around the dish; and how those reflect the regional traditional pottery and ceramic and how different plants from the season are incorporated. Students will also explain the nutritional value of the dish.

3. Grammar Focus:

- *Minna no Nihongo Intermediate level I* Chapter 7
 - ~なくてはならない “have to~”
- *Minna no Nihongo Intermediate level I* Chapter 8
 - ~たまま、~のまま “~as is...”
 - ~あいだ(に) “while~”
 - ~までに “by~(time frame)”
- *Minna no Nihongo Intermediate level I* Chapter 5
 - ~たところに/で “at~(location)”
- *Minna no Nihongo Intermediate level I* Chapter 9
 - ~たら “after (doing_)~”

4. Activities:

- Create a flowchart of one of the ingredients from how it is grown, harvested, packaged and reach the store/buyer
- Choose a Japanese dish and analyze the nutritional value as well as present a powerpoint describing how the dish is prepared, presented, consumed etc.
- Explain the Japanese traditions involved in preparing, presenting, and consuming food, and how the cuisine meets the standards of being an Intangible Cultural Heritage.

IV. Supplemental Materials: Japanese-Language Proficiency Test N4 & N3