

Glendale Unified School District

High School

June 19, 2018

Department: World Languages and Cultures

Course Title: Japanese Language and Culture 5-6

Course Code: 8144D/8145D

Grade Level(s): 9-12

School(s)
Course Offered: Glendale High School

UC/CSU Approved
(Y/N, Subject): Language Other than English (“e”)/LOTE Level 3 Japanese

Course Credits: 10

Recommended
Prerequisite:

- Participation in the FLAG Middle School Program with a C or higher
- Japanese Language and Culture 1-2 with a C or higher
- Japanese Language and Culture 3-4 with a C or higher
- Other fluent bilingual and biliterate students may also be admitted upon assessment and recommendation made by teacher

Recommended

Textbook: Traditional textbook for Japanese studies: Dekiru Nihongo (Sho-Chuukyuu), Translation: Can Do Japanese, ISBN: 9784757420847

Course Overview: Japanese Language and Culture 5-6 utilizes thematic units from Japanese literature, history, culture and the arts. The students develop an understanding of the features of target culture community including its geography, history, art, and society. Exciting and unique Japanese culture and topics that will be discussed include Japanese food, traditional arts, music, contemporary Japanese culture, pop music, animation, drama, holidays, and customs. Students will increase their ability to comprehend and express themselves in spoken and written Japanese. Students will be required to communicate in Japanese in a variety of situations and will read selected Japanese texts from authentic materials. The course will be conducted entirely in Japanese.

Assessments: Various formative and summative assessments will be conducted throughout the course. Projects will be accompanied by an outline of objectives, instructions, and a rubric listing a criteria of expectations. Some of the assessment tools will be:

1. Unit tests measuring listening, reading, and writing proficiency
2. Oral Exams conducted once a quarter based on a reflective analysis of students' own work
3. Quizzes measuring grammar, expressions, vocabulary, and reading comprehension
4. Homework assignments that reinforce skills taught in class
5. Interviews and presentations that measure listening and speaking skills that could be recorded or done in class
6. Listening comprehension quizzes
7. Writing assignments on topics and texts based on the units of study
8. Timed writing tests based on prompts
9. Target language proficiency assessment like the AAPPL
10. Sections from previous Advanced Placement exams

First Semester-Course Content

Unit 1: Introductions in New Situations

(2-3 weeks)

STANDARDS

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

Essential Question: Who am I and how do I present myself to others?

Students will be able to introduce themselves politely and make a good impression both in written and spoken forms. They will be able to engage in social interactions by appropriately asking and answering questions in different contexts both formal and informal.

Sample Assignment: Students will write an autobiographical essay describing who they are and their backgrounds. Students will present their autobiographies in class.

Unit 2: Shopping

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: Where do I obtain the resources I need? How do I interact with those who will help me in those environments?

Students will be able to understand recommendations given by others and use that information to make decisions when shopping for different items. Students also will be able to ask questions and engage in conversation with employees. Students can communicate with others in restaurants including asking questions and ordering.

Sample Assignment: Students will research items that they would like to purchase using others' recommendations and shop within a given budget. Students will role play as they simulate going to a restaurant.

Unit 3: **Plans and Goals for Life**

(2-3 weeks)

STANDARDS

CCSS: RL 2, RL 4, RL 6, RL 7, RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What are my talents and interests? How can I achieve my goal in the future?

Students will read about important contributors to Japanese culture and society. Students will also be able to communicate what their own plans and goals are for the future. Students will be able to describe that they need to be doing in order to achieve their goals and dreams.

Sample Assignment: Students will research and analyze short articles and/or literature in Japanese on fields they are interested in. They will be able to identify the main idea and discuss the content. Students will also develop a plan in order to achieve their goals.

Unit 4: **Communities in Japan**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What are the features of the different communities in Japan?

Students will read about different communities in Japan and identify their similarities and differences. Students will be able to convey highlights of the community including information on parks, places of interest, stores, and public recreational spaces.

Sample Assignment: Students will create a commercial about their assigned city, highlighting its top things to do for visitors, demonstrating an understanding of geographical features and Japanese culture.

Unit 5: **How to Solve Problems**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What are ways we can identify and respond to problems?

Students will be able to explain about lost items, directions, and ask for assistance. Students will be able to seek help when they are in trouble.

Sample Assignment: Students will be given situation cards in small groups. They will need to work collaboratively on how to respond to the situation and communicate their solution. Timed scenarios will also be given to come up with individual solutions to various problems. They will also reflect on how the situation and solution could be applied to their own life circumstances.

Unit 6: **Planning a Trip to Japan**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: Where do I want to visit in Japan and why?

Students will be able to decide where they would like to travel and explain the reasons why they would like to go to that destination in Japan. They will study types of transportation available to them in Japan and their schedules. Students will be able to describe what they need to do in advance to prepare for the trip.

Sample Assignment: Students will research places in Japan through authentic travel sites, online magazines, and blogs, checking prices for transportation, hotel, food, and currency. They will create an itinerary for their trip and present it in class.

Unit 7: **Meeting New People**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How do I establish relationships with others through conversation?

Students will be able to introduce themselves using honorific and humble forms and enjoy the new relationship. Students will understand how food brings people together.

Sample Assignment: Students will watch clips of video or listen to podcasts of dialogue and analyze what the parties are discussing. Students interact with invited guests who speak Japanese and have the opportunity to ask and answer questions about a topic of study.

Second Semester-Course Content

Unit 8: **Appreciation**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What is the purpose of giving gifts to others? How do gifts help build relationships with others?

Students will prepare thoughtful yet inexpensive gifts to give to another person such as flowers from the garden, an original song, or a drawing. Students will be able to convey the feeling of appreciation by using proper language and vocabulary as they receive gifts from their classmates. They will also be able to recall and describe the event that prompted their feeling of appreciation for another. Gift wrapping, presentation of the gift is very important for Japanese people. Students will gain a knowledge of the importance of gift wrapping by reading the articles about the culture and learn how wrap their gifts differently.

Sample Assignment: Students will create a video message describing their feelings of gratitude for the gift received.

Unit 9: **Workplace Environment**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How does one adapt to workplace culture?

Students will be able to understand the rules of the workplace and explain them to others. Students will be able to communicate with their supervisors and colleagues in the proper manner and speech.

Sample Assignment: Students will look through job postings and apply for a position for which they feel they are qualified. They will participate in an oral mock interview for the position.

Unit 10: **Problem Solving During Travel**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How do I respond to problems in unanticipated situations?

Students will be able to solve the unexpected incidents that occur during trips and address those problems accordingly. Students will be able to explain what is happening and how they solved their problems.

Sample Assignment: Students will write postcards to their Japanese host family about an incident on an imagined trip where they have to explain what happened and how they overcame the problem.

Unit 11: **Participating in Community Life**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How is culture reinforced through participation in the community? What are ways people are involved and connected to others in the community?

Students will be able to develop a deeper understanding of Japanese culture and demonstrate their knowledge of Japanese communities and the purpose of volunteerism and how it supports community life. Students will be able to discuss how people in Japan are engaged in community activities such as sports teams and service organizations.

Sample Assignment: Students will write an essay describing a community activity and the benefits of participating in it.

Unit 12: **Health**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How do I identify and convey my health symptoms to another to receive proper care? How do I maintain a healthy lifestyle?

Students will be able to describe their ailments and concerns with their health. Students will be able to communicate the reasons, symptoms, and solutions with others. They will be able to discuss what they do to keep themselves in good condition.

Sample Assignment: Students will read articles in regards to the health issues including sleeping habits and intake of cigarette and alcohol and analyze data. Students will keep a food and activity journal to record their choices that may affect their health.

Unit 13: **Relating Past Events to Present Times**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How do past events shape our decisions in the present and future?

Students will be able to explain what experiences they had as a child and how their educational backgrounds influence them.

Sample Assignment: Students will write a persuasive essay about an event or experience that has contributed to who they are today and why others should experience that as well.

Unit 14: **Holidays and Traditions**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What holidays and traditions are important? Why do we recognize and celebrate them?

Students will be able to explain and identify the holidays and traditions that they observe. They will also develop an understanding of Japanese holidays and traditions and the purpose of gift giving on some occasions.

Sample Assignment: Students will read articles about traditions from other countries and compare with each other. Students will be shown a variety of items that could serve as gifts. They will have to assign the gifts to different people and occasions and explain the reasons why it would be appropriate to give.

Unit 15: **Current Events**

(2-3 weeks)

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What are the overt and covert messages transmitted through the news?

Students will be able to understand current news items and explain their points of view. Students will read authentic Japanese news articles from newspapers, online magazines, websites and explain their perspectives.

Sample Assignment: Students will read about a news item from an American news organization and a Japanese publication. They will critically analyze and interpret the attitudes and opinions of the two perspectives and compare their similarities and differences.

Additional Recommended Materials - Must be approved by Board of Education.